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ABSTRACT

This program, included in "Effective Reading Programs...," serves almost 9000 children ranging from preschoolers to sixth graders. The program is actually a series of programs designed to coordinate reading instruction. It includes the following features: a complete diagnostic testing program beginning at age four; individualized reading instruction at all levels, including the preschool level; a remediation program for children reading significantly below expectancy level; a continuous inservice training program in reading diagnostic and instructional methods; consultants to provide help with reading, language, and learning disabilities; extensive professional and student library media at all elementary schools; use of teacher-made materials and aids; and parent volunteers working as parent-teachers in the program. Most program activities take place in the classrooms, libraries, or homes. Program materials include a wide variety of commercial and teacher-prepared materials, a district-prepared checklist of reading skills, and an early childhood curriculum guide. (WR/AIR)

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EARLY SUCCESS READING PROGRAM

The antecedents of the Early Success Reading Program began six years ago when a new assistant superintendent, in charge of elementary education, supported by the superintendent, began effecting changes in various areas of the curriculum. This leadership resulted among other things in a redefinement of the teacher's role through team teaching, the use of many volunteers from the community, and a strong emphasis on early education including the development of a program for all four year olds and their parents. The successful total reading program developed was both a concomitant development of the early education program and an outcome of it. Throughout the past six years, administrative decisions have been based on the belief that the individual child and his needs and opportunities are of prime importance. Emphasis has been placed on diagnostic-prescriptive teaching to individualize and personalize instruction. The impact of this leadership and the philosophy behind it may be seen in the description and the results of the EARLY SUCCESS READING PROGRAM of Ferguson-Florissant.

Description of the School District

The Ferguson Reorganized School District R-2 is educating approximately 19,000 students including preschool children. Located north of the City of St. Louis, Missouri, the school district covers the municipalities of Ferguson and Florissant and several other small

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communities. The majority of the population is white middle class although there is an increasing number of other racial groups establishing residence. Three per cent of the school population is black. The school district operates seventeen elementary schools, three junior high schools and two high schools.

Extended Day Program Components - Kindergarten

Over the past several years, the school district has been making extensive changes in the kindergarten program. Small group instruction has been emphasized in both the language arts and math areas. A definite program of pre-reading skills was established and a realization developed that some children were ready for or were reading at age 5. A new report card reflected the establishment of specific objectives in the language arts and math areas. Along with this curricular change, came the beginning of the extended day program. In order to provide a well-rounded program for kindergarten children including the development of both cognitive and creative skills, children attend school part of the year for an extended period of from one to two hours beyond the normal three-hour day. At the present time, six schools are providing the extended day program for all students for the entire year.

Parent-Child Early Education Program (PCEE)

As changes were developing in the kindergarten, the district was funded through Title III, ESEA, 306 for a Parent-Child Early Education Program. The rationale and description of the program model may be found in Appendix A - Ferguson-Florissant Home/School Program for Four Year Olds by Doris M. Stumpe, appearing in a book on innovative early education projects by Berlie J. Fallon, Ed. This program for four year olds and their parents is now in its third year of federal funding. It is intended to provide four year olds with both home and school learning experiences, particularly of a cognitive nature. Heavy emphasis is placed on diagnosis and prevention of educational and behavioral problems. Handicapped children are mainstreamed into the total program. They receive assistance from trained specialists but are also integrated in group experiences. This early education program is often known as Saturday School, because the children attend school during a Saturday session and then receive a home teaching visit during the week.

Since we believe that education of young children cannot be done by the school alone, involvement with parents is of prime concern. Parents, including many fathers, assist in teaching small groups on Saturday, participate in the home teaching visit, and carry on learning through the week with the assistance of a home activity guide. Results of this program may be found in Appendix B, Evaluation Year I - Parent-Child Early Education Program; Appendix C, Evaluation Year II - Parent-Child Early Education Program; and Appendix D, Saturday School: A Success Story.

In summation, this complete evaluation indicates that children, on the average, made 16 months gain in mental age, twenty one months in language skills and eleven months in perceptual age. Significant changes in self-esteem were also noted. Children who were found to have various educational and behavioral problems made significant gains.

During the past year, it should be pointed out that 24 children in the Saturday School program were identified as having reading ability and were provided instruction through experience stories, preprimers, primers and first and second grade readers. Kindergarten teachers were informed of the reading levels of these children and appropriate reading instruction was continued at the kindergarten level.

Follow-up data were collected on Saturday School children, those with no preschool experience and those with other kinds of nursery school experience, during the kindergarten year, using the Screening Test of Academic Readiness. On the total test and six of the eight subtests, Saturday School children did better than the no preschool comparison group. On two subtests, as well as the total test, the Saturday School group means exceeded those of the preschool group (see Appendix D, Saturday School: A Success Story.)

Currently, data based on the Stanford Early School Achievement Test are being analyzed on children in Beginning Primary who previously were in Saturday School, other nursery schools, or did not have preschool experience. Some available data on the reading sections of the SESAT Level II test is also significant. Of the slightly over 1,000 children who were administered the first four sections of the test, 741 children took the additional test of Word Reading and 643, the test of Sentence Reading. Teachers based the administration of these tests to children who had experienced proficiency in reading during the beginning of the year and who were in reading programs during the kindergarten year. Not only were 64% - 74% of the children exhibiting reading skills, but furthermore, it should be pointed out that the SESAT Level II scores in reading were significantly higher than might ordinarily be expected of students at the same age and grade level. (See Appendix E, An Analysis of First Grade Stanford Early School Achievement Scores in the Ferguson-Florissant School District.)

Children who were ready for reading at the kindergarten level were introduced to reading through the use of the SWRL Reading Program. Color Keys to Reading, experience stories, the basal reader approach, and other supportive materials were used to extend development of word recognition skills. Reading was encouraged through the use of library books and the library itself. These children, now in the first year of primary, are reading at a variety of levels and with multi-materials. Our emphasis on early education has resulted in a widening of achievement for children and it is not uncommon to see some children reading at a third grade (or higher) level, others in first grade reading material and still others in the initial stages of reading.

Baseline data is currently being gathered on our second year primary children using the Stanford Task '73 Achievement Test. This information will be used to compare their achievements with that of the current first year primary group which consists of many Saturday School children, when they enter the second year primary. The reading achievement scores will be of particular interest.

Title I, ESEA, Young Child Development Program

In order to provide continued and preventive service to children considered educationally deprived, the Title I funds allotted the school district have been channeled to serve children at the kindergarten and first year primary level. Operating in five elementary schools, children evidencing certain learning problems receive a diagnostic work-up. Instruction by a trained teacher-specialist is then based on the child's strengths, while strengthening his weaknesses.

Evaluation of childrens' progress in the Title I program, as reported in Appendix F, Evaluation Report Young Child Development Program ESEA, Title I 1972-73 indicates that pupils who received specialized programs apparently benefited from them. Children at kindergarten level reached the expectation established for them in the areas of growth in mental age, perceptual age and expressive language age. They did not meet the expected goal in receptive language. The children at the first year primary level made gains in all of the previously mentioned areas. The children in the program gained in academic readiness as measured by the Screening Test of Academic Readiness given to kindergarten children and the Stanford Early School Achievement Test given to first year primary students.

Remedial Reading Services

As an additional measure of early identification and treatment of problems to those students whose reading achievement is below their potential in remedial reading, services have been concentrated at the primary level. Working primarily with students in the second and third primary years, reading specialists operate under guidelines set forth in Appendix G - State Department of Education - Remedial Reading Guidelines; Appendix H - Planning for an Effective Remedial Reading Specialist Program for the Elementary Schools; and Appendix I - Guidelines for Reading Specialists - Ferguson-Florissant School District. It should be emphasized that communication with parents and the classroom teacher is considered essential. For that reason, specialists work within the classroom setting to provide instruction and emphasis is placed on building reading interest. Although a formal written report has not been prepared, evidence suggests that when students receive specialized attention, their gain in reading achievement is greater than before they received the help. A long-term follow-up is needed to see if these gains are maintained.

District Developmental Reading Program

The total district reading program has been directed and supported by a reading curriculum committee. As a result of their work, the position paper entitled, Good Practices in Reading Instruction (Appendix

J) was developed. The ideas expressed in this booklet were based on a sampling of teachers to determine their beliefs on individual differences, the content of the reading program, and the diagnostic prescriptive method. After the paper was developed, the position paper was used as the basis for a series of staff inservice meetings.

Shortly thereafter, the need for a list of reading objectives was determined to be necessary. The Reading Objectives (Appendix K) were developed and in order to implement these objectives, the Reading Objectives Checklist (Appendix L) and the Manual (Appendix M) which accompanies the Reading Objectives were prepared. Teachers thus have a tool in order to determine the skill achievement of a student and a means of noting achievement and progress in a systematic fashion.

Further implementation and staff development is provided by consultative assistance. Language Arts Curriculum Consultants assist teachers in organizing a reading program, making reading a part of the language arts process, diagnosing reading problems, and provide programming for problem readers.

In order to assess achievement through standardized procedures, the Gates MacGinitie Reading Test has been administered in the spring of 1972 and 1973 to all students, grades 1 through 6. The achievement results are found in the report, 1973 Gates Scores (Appendix N). This data indicates that district-wide reading scores are significantly above grade level in grades 1 - 6.

Besides concern with skill objectives, we have also been interested in the implementation of the instructional program in reading. Appendices O, P, and Q deal with suggestions for organizing the reading program and suggestions for ways of developing comprehension. Ideas for applying reading skills are presented in two curriculum guides. (See Appendices R and S) The first guide, Pencils, Papers, and Peanickles is intended for second and third year primary students in order that they might apply their reading skills in creative writing. The Creative Language Guide is intended for use by intermediate students.

In addition, during the 1972-73 school year, a new form for recording reading test information and teacher evaluation of achievement was initiated as a means of permanent information to provide a continuous program for the individual student. (See Appendix T), Communication Skills Record.

Library Services

In the past several years, instructional materials centers have been developed in each elementary school. (See Appendix U, Library Services.) These centers are staffed with special personnel. Five professional media/librarians with teaching and library supervision certificates direct programs at a home base and at least two or three other school libraries. Twelve library assistants are stationed at these schools. The library specialists provide direct service to children and assist teachers as resource consultants. Emphasis is placed in building interest in reading through "Project Choice" activities, scavenger hunts, dramatic activities and puppet shows. Library clubs have been organized to assist in care of the library, publicity and assistance to readers.

Right to Read School

In January, 1972, Walnut Grove School in the Ferguson-Florissant School District was chosen as a Right to Read school site with special federal funding. Specific objectives were developed pertaining to students, staff and community. Major attention has been given to staff development through a six week, all-day inservice program during the first summer of operation, continued assistance and consultation by Dr. Ronald Cramer, Oakland University, Rochester, Michigan; Dr. W. Dorsey Hammond, Oakland University; Dr. Veralee Hardin, University of Missouri, Columbia; Dr. David Cooper, Ball State College, Muncie, Indiana; Dr. Laurence Passmore, University of Indiana, Terre Haute; Dr. Delores Durkin, University of Illinois, Champaign; and Dr. Jerry Mallett, Findlay College, Findlay, Ohio, and through short term courses and workshops. The description and major goals of the program may be found in Appendix V, Request for Refunding Right to Read Program. Major content and themes of the staff development program may be found in Appendix W, The Language Experience Approach to Reading.

Many efforts have been made in increasing interest in reading while building work analysis and comprehension skills. The library has become the focal point of reading instruction. The community has supported the program through the Reading is Fun-Damental Project (RIF) which provides money for purchasing paperbacks. (See Appendix X, Reading is Fun-Damental Project.) The many projects that have been developed in this program are explained in Appendix Y, Right to Read Bulletins. Evaluation results indicate that students are making greater year by year reading growth. Use of the library indicates greater interest in reading (See Appendix Z, Evaluation Right to Read Program.) Also as a result of the Right to Read Program, three district schools have received funding for reading materials under the Title II, Special Needs, for replicating materials purchased at Walnut Grove School, Appendix Z^1, Expansion of the Right to Read Program. The plans are that during the 1974-75 school year, the Right to Read focus will be in all Ferguson-Florissant schools.

Summary

Various efforts have been made within the Ferguson-Florissant School District to develop a strong reading instructional program. Evidence contained in the appendices indicate the success of the early education program through services to four year olds and their parents and a kindergarten program which stresses cognitive skills. Special service to children with various learning problems is stressed in the early years of school through the Special Education Services for age 4 children, Title I services at kindergarten and first year primary, and reading specialists services before reading problems become acute. Description of the total reading program, including library services is presented along with the Right to Read Program centered at the Walnut Grove School. Available evaluation data is supplied throughout all reports to indicate the effectiveness of the EARLY SUCCESS READING PROGRAM.

APPENDICES

Appendix A	Ferguson-Florissant Home/School Program for Four-Year Olds - Doris M. Stumpe
Appendix B	Evaluation Year I Parent-Child Early Education Program, Title III, ESEA.
Appendix C	Evaluation Year II Parent-Child Early Education Program, Title III, ESEA
Appendix D	Saturday School: A Success Story.
Appendix E	An Analysis of First Grade Stanford Early School Achievement Scores in the Ferguson-Florissant School District.
Appendix G	State Department of Education - Remedial Reading Guidelines.
Appendix H	Planning for an Effective Remedial Specialist Program for the Elementary Schools.
Appendix I	Guidelines for Reading Specialists - Ferguson-Florissant School District.
Appendix J	Good Practices in Reading Instruction.
Appendix K	Reading Objectives.
Appendix L	Reading Objectives Checklist.
Appendix M	Manual to Accompany Reading Objectives.
Appendix N	1973 Gates Scores.
Appendix O	Learning Centers.
Appendix P	Organization of Reading Program.
Appendix Q	Guidelines for Developing Comprehension Skills.
Appendix R	Pencils, Papers and Peanickles.
Appendix S	Creative Language Instruction.
Appendix T	Communication Skills Record.
Appendix W	The Language Experience Approach to Reading.
Appendix X	Reading is Fun-Damental Project.
Appendix Y	Right to Read Bulletins.
Appendix Z	Evaluation Right to Read Program.
Appendix Z^1	Expansion of the Right to Read Program.

Appendix A

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Ferguson-Florissant Home/School Program for Four-year-olds

Doris M. Stumps *Assistant Superintendent for Elementary Education, Ferguson-Florissant School District, St. Louis County, Missouri*

Description

The impact of a child's early experiences on both his ability to learn and to relate to others, is well documented. Beller, Bereiter and Engelmann, Goldstein, Gray and Kalus, Weikart *et al.*, and others have reported that preschool education results in (*a*) higher scores on tests of mental ability, (*b*) improved language usage and mathematical understanding, and (*c*) enhanced overall school adjustment. Both Gordon and Gray report that longitudinal intervention programs involving parents have shown maximum impact on the educationally disadvantaged child. In addition, most reports indicate that such programs foster a favorable attitude toward preschool programs on the part of parents.

The Ferguson-Florissant Home/School Program for four-year-olds is designed for all district four-year-olds and their parents, although environmentally disadvantaged children are the primary target group. *Environmental disadvantage* is defined here as that complex of environmental factors which makes it difficult, if not impossible, for a child to succeed in the school setting as it exists. Although the incidence of such disadvantage is highest among lower socioeconomic groups, it can be found to some extent in all segments of society.

The Home/School Program is based on the assumption that the child, the parents, and the school must be involved jointly in attacking the problem of educational disadvantage. The program has the following goals.

The child will: (1) develop a feeling of higher self-esteem as a result of experiencing success through appropriate instruction, (2) have a strong sense of identity with his parents because he is helped by them and observes them helping other children in the Saturday School, and (3) receive support at home for his work in school.

The parents will: (1) be more aware of the effects of the home environment on their child's development; (2) improve their ability to motivate and teach their child, and (3) believe the schools want to, and can, attend to their child's individual needs.

The school will: (1) develop diagnostic instruments and learning activities designed to meet individual needs, (2) develop and successfully communicate to parents a description of those environmental factors that are most conducive to maximizing learning potential, and (3) develop an input system so that learning activities of the preschool program can constantly be changed as a result of parental and evaluative feedback.

Procedure

Program Planning. Initiation of a new preschool program should be preceded by (*a*) an extensive survey of the literature on early learning, (*b*) consultation with specialists in early childhood education, (*c*) a thorough assessment of local needs, and (*d*) study and observation of model programs with components that satisfy those needs. Groups represented in designing the program include the board of education, the superintendent's staff, elementary school principals and curriculum personnel, and kindergarten and primary teachers. Personnel from local related programs such as Head Start, Day Care, Education and Home Economics Departments of colleges and universities, as well as Health and Welfare agencies are also utilized.

Community Participation. Parents and other community members should be directly involved in program planning, operation, and evaluation. A Parent Advisory Council can be formed well in advance of the program's initiation. The Council, representing a cross-section of socioeconomic and occupational levels, can assist in assessing parent and community perception of the specific needs in preschool education, as well as in the identification of potential pupils. Direct communication of concerns and recommendations from area residents is solicited in order to continually refine program operation. The Council can make judgments from a community point of view on decisions regarding time schedules, parent training procedures, and information dissemination. Council members can interpret the program to community groups through slides and tape presentations or demonstrations.

Other methods of communicating with community members include: (*a*) a *Bulletin for Parents of Preschool Children* which is sent bimonthly to families with children up to five years of age, (*b*) Parenting Skill Sessions conducted by the Home/School staff and specialists in areas such as child guidance and physical skill development, (*c*) distribution to parents and other preschool educators of weekly Home Activity Packets, (*d*) press releases, and (*e*) observation and participation in Saturday Schools by the staff of other early education programs, by preschool teacher trainees, and by high school student aides.

Parent Contact. Each child in the district who reaches age four on or before September 30 of the current year may enroll. Parents of potential pupils are contacted by a door-to-door canvass using current census information and responses to local press releases, or by announcements distributed by school children to families known to have four-year-olds.

Before the program begins, parents of prospective students attend an orientation session. The Saturday School and the Home/School program are described, and parental responsibilities are explained. These responsibilities include periodic participation as a parent-teacher in Saturday School, observation and participation in the home teaching session, and completion of the follow-up lessons assigned by the Home/School teacher. In general, the parents are concerned and willing to cooperate with the school when the plans are within the realm of their capabilities.

At the orientation meeting, parents complete a child performance checklist, *My Preschool Child.* The checklist includes approximately fifty specific behaviors in the areas of Personal and Social Development, Language and Concept Development, Physical Skill Development, and Interests and Experiences. Parents are asked to indicate the frequency with which they observe their child performing the task or displaying the behaviors listed.

Pupil Diagnosis. Following the parent meetings, each prospective student receives an initial diagnosis. The diagnosis is based on a visual and hearing screening, a measure of intellectual functioning, a measure of receptive and expressive language, a measure of self-esteem, parent ratings, and a behavior checklist completed by the teacher. An analysis of the test results helps establish the extent of the need for the preschool program services, and gives initial direction in choosing appropriate learning experiences from the district's *Early Childhood Curriculum Guide Series,* and other resources such as *Intellectual Growth in Young Children* (Isaacs, 1966), and *Intervention with Mothers and Young Children: The Focal Endeavor of a Research and Training Program* (Gray, 1968).

In addition to the general assessment, procedures are available for the identification of learning problems due specifically to emotional disturbance, learning disabilities, physical handicaps, or underachievement. Problems so identified are referred to specialists for further evaluation and treatment.

Staff Training. Staff members in this program are experienced teachers of young children. They are employed half-time. They may need to be trained or retrained to teach to performance objectives determined to be appropriate through pupil diagnosis. Staff competencies that are required include writing and sequencing instructional objectives, designing learning experiences, diagnosing pupil needs, placing pupils along the continuum of objectives, and conducting small group and individualized lessons. In addition, staff members must be able to work as partners with parents, drawing upon potential parent contributions, as well as serving as a model teacher for them. These skills are developed through single objective training workshops, practical experiences with children, video tape analysis of teaching behavior, staff seminars on specific types of student problems, and curriculum writing sessions.

Saturday School. The Saturday program is planned to foster personal and social growth as well as intellectual development. Small group and individualized instruction is given in language development, math and science concepts, perceptual skills, physical skills, and the creative arts. The environment is structured for interaction by the child with other students, adults, and materials in a variety of problem solving situations.

Saturday sessions are held weekly for two-and-one-half hours. All program enrollees attend. Each teacher, assisted by parent-teachers, is responsible for a morning and an afternoon class of approximately twenty to twenty-five students each. Children work in groups of six to eight.

Saturday School is held in district kindergartens that are appropriate in terms of (*a*) accessibility to the target population, (*b*) space to accommodate a large group of children, as well as several small groups engaged simultaneously in a variety of activities, and (*c*) availability of materials and equipment which can remain in the facilities until the next Saturday session. There is space, too, for parents and other visitors who may wish to observe for a period of time before participating.

Learning Centers are set up. Each is designed around one theme and is supplied accordingly with a vast array of materials. There are centers for activities in mathematics, reading, science, cardboard carpentry, dramatics, listening, gross motor development, music making, and art production. Both the central theme and the materials change periodically.

The furnishings of the Centers are flexible. Each accommodates self-initiated independent investigation by several children, as well as groups of five or six learners and an adult engaged in a more directed learning experience. A round table, or several flat-topped desks moved together, fit most teacher-assisted lessons. Small desks, large cushions or hassocks, a couch, and floor stretch-out space may be used for independent or team activities. Hallways and unused rooms accommodate motor skill exercises and dramatics.

Training Parent Teachers. Parents are welcome to observe the teaching process several times before participating. They are also allowed to work with whatever part of the program is most familiar to them. Fathers as well as mothers volunteer. Before the start of the classes each Saturday, the Home/School teacher briefs each parent on his assignment, written out on a reference card. The Home/School teachers usually take major responsibility for mathematics and language instruction, while the parents work in other areas.

Additional parent training takes place during the Home Visit lessons, when the parent observes the interaction of his child and the instructor. The lesson that he is asked to conduct later in the week follows the same general procedures as the one he observed at home. Occasionally, it is suggested that a group of parents arrange to hold the follow-up activities in one home. A parent who has been particularly effective is asked to direct the lesson, thus providing a model for other parents.

Home Visits. Home visits, an important outreach program component, are scheduled according to need. Some children in the Home/School Program may receive only one home visit, while those in the primary target group may be visited weekly. When any student needs a considerable amount of practice in the skill taught in Saturday School, home visits are scheduled. By the time such visits are made, the parent is acquainted with the Home/School teacher and is not usually threatened at the prospect.

Home visits usually last from thirty to forty-five minutes. They begin with some informal conversation and discussion of how the previous assignment was carried out. This review is followed by the new lesson, game, or other activity led by the instructor. The parents and younger siblings join in as appropriate. The teacher then leaves directions with the parents for a follow-up lesson.

Home Activity Packets and Lending Library. Home activity packets of ideas developed by the staff that make use of materials found around the home are given to parents each week. Periodically, learning activities developed by parents themselves are distributed to other parents through the home activity packets. The packets may also suggest sites and arrangements for field trips, for block group viewing of "Sesame Street," or for instructional group games and free play. Books, educational games, or other instructional materials are left in the home to assist the parent in his teaching during the week. The children are allowed to select items from among these to further develop the skills they are working on in the Saturday session.

Coordination with Regular School Program. Home/School teachers are invited to meet often with kindergarten and primary teachers of the school serving the area in which they work. Information regarding home visit procedures as well as knowledge of the child's learning needs is transmitted to the school staff. The Home/School teacher also spends some time working with the kindergarten program.

Ideally, the kindergarten staff has already established an individualized, small group instructional program based on diagnosed pupil needs. The regular kindergarten diagnosis will now be enhanced by the preschool battery, the Home/School teacher's recorded observations, and a parent evaluation form completed at kindergarten entrance. This information will provide for appropriate initial placement and will insure continuity in learning until additional data are obtained from the kindergarten diagnosis. In addition, kindergarten teachers receive in-service training on motivational and instructional techniques for working with the environmentally disadvantaged children, as well as those with other handicaps.

In the spring, prekindergarten children and their parents are invited in small groups to visit the classrooms they will attend that fall. The children participate in the program, and parents observe or assist as needed. The teacher then holds a question and answer session with the parents. Parents also complete the prekindergarten evaluation form, *Introducing My Child.*

Kindergarten and primary teachers have an open invitation to participate in Saturday School. They may also arrange to accompany the Home/School teacher on a visit to the homes of some of their future pupils.

Evaluation

Data indicate that early intervention is effective. Of the four-year-olds considered to be poor risks for school success, a substantial number made normal or greater progress in the eight-month Home/School Program.

Home/School Program Results

Test	N *Making 8 or more month . growth*
Peabody Picture Vocabulary	104
Merrill Preschool Language	122
Berry Test	94
Program *N* = 150	

Scores from one school in particular further support the effects of preventive intervention. On the Screening Test for Academic Readiness, administered in September 1970 at Central School, 76.5 percent of the kindergarten children, none of whom had the Home/School Program, fell below the 50th percentile on the district norms. When the test was administered in September, 1971, to kindergarten children, 60 percent of whom had attended the Home/School Program for four-year-olds, 62.6 percent of the population fell below the 50th percentile.

Although analysis of the data is not yet complete, the documented progress made by students, as well as the enthusiastic response of parents and children, has led to the development of a proposal and the subsequent funding for the Parent-Child Early Education Program (Title III, ESEA) with a longitudinal evaluation design. This program is based on the Home/School model, with an expanded component for handicapped children. It is now being implemented in all the Ferguson-Florissant schools.

SPECIAL PROGRAMS AND PROJECTS (TITLE III, SEC. 306, ESEA)
EVALUATION REPORT: PROJECT YEAR I, 1971-72

TITLE: Parent-Child Early Education Program

SUBMITTED BY: Ferguson Reorganized School District R-2

ADDRESS: 655 January Avenue - Ferguson, Missouri 63135

SUBMITTED TO: Director
Division of Plans and Supplementary Centers
U.S. Office of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

DATE SUBMITTED: August 16, 1972

Warren M. Brown Superintendent of Schools
(Signature of authorized representative)

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I. Evaluation Report

A. The overall objectives of the PARENT-CHILD EARLY EDUCATION PROGRAM, as revised August 1971, are designed to be achieved within a three year period. The evaluation findings for those objectives to be achieved at the end of the first project year are discussed under each of the program components. (See I., B)

B. Evaluation findings for product and process objectives achieved at the end of the past budget period are summarized under components for: THE CHILD, THE PARENT, THE STAFF, THE HANDICAPPED, and MANAGEMENT PROCESS.

It should be noted that on each rating scale used for evaluation the positive end of the continuum is given the higher figure while the negative end of the continuum is assigned a "one."

1. THE CHILD

a. Product Objective One

Upon completion of the first year in the Parent-Child Early Education Program, each pupil will exceed his expected growth, as determined by the developmental norm data of each test and by the pupil's original status on that test, by a minimum of one month in the areas of mental development, language development and visual-motor integration.

As part of a preliminary screening battery, all Parent-Child Early Education pupils were administered the Slosson Intelligence Test, Subtest 3 of the Sievers Differential Language Facility Test, and the Beery Test of Visual-Motor Integration in the fall, 1971. The results of these tests were used to identify pupils in need of further diagnosis and special programming and to provide data which could be used for both baseline and normative purposes. The three tests were administered to the pupils again at the end of the program year. A summary of the results of the fall and spring testing of all pupils for whom both pre and posttest scores were obtained is given in Table 1. (See Appendix A for the frequency distributions on all pupils.)

As can be seen in Table 1, there were statistically significant changes in all three tests in the direction of higher mean scores obtained at the end of the year administration than at the beginning of the year. Because the average chronological age of PCEE pupils entering the

Table 1
Results of Preliminary Screening Battery Administered at the Beginning and End of the Program Year: Slosson Intelligence Test Sievers Differential Facility Test (Subtest 3), and the Beery Developmental Test of Visual Motor Integration (N=752)

Name of Test		Mean	Standard Deviation	t	p	Ranges of Scores
Slosson (M.A.)	Pre	61.60	10.29	51.03	$<.01$	24-92
	Post	77.40	10.76			39-112
Sievers (L.A.)	Pre	51.91	11.56	27.58	$<.01$	24-81
	Post	65.17	10.23			33-84
Beery (P.A.)	Pre	53.40	10.42	30.79	$<.01$	33-95
	Post	63.77	10.08			33-112

program in the fall of 1971 was 54 months, it was expected that their average mental, language, and perceptual ages would also be approximately 54 months. As the data in Table 1 shows, the average entering mental age was seven and one-half months higher than expected while the average entering language and perceptual ages were only slightly lower than would have been expected. Upon exit from the program, the average chronological age was 61 months. The average mental age at this time was 77 months, 16 months higher than is usually obtained; the average language age was 65 months, four months higher than is usually obtained; and, the average perceptual age was 64 months, three months higher than is usually obtained in norming samples.

Since the primary focus of the program was on the educationally disadvantaged child, it was imperative to compare the gains made by the primary target group with the progress of children with higher entering status, in addition to looking at the total sample. Therefore, further analyses were done comparing the rates of change for the bottom third, the middle third, and the top third of the pupils on each of the three pre and post-test measures used.

Analyses of individual changes in each of the three tests showed the following:

1) Mental Age as measured by the Slosson Intelligence Test - Of the 752 pupils obtaining scores on both administrations of the test, 29 (4%) gained the eight months expected for them during the seven months between testing, 24 (3%) gained nine months, 37 (5%)

gained ten months, and 560 (74%) gained eleven or more months in mental age. Twenty-nine pupils (4%) gained seven months of mental age during the seven months between administrations of the test, 70 (9%) gained between one and six months, and three (less than 1%) either showed no gain or regressed in mental age. In sum, a total of 650 pupils (86%) gained the expected eight months of mental age or more during the seven months between test administrations.

On the Slosson Intelligence Test the bottom third of the pupils in the pretest distribution, who had scores of 58 months and below, gained, on the average, 17.65 months of mental age during the seven months between testings. The middle third of the group, who had pretest scores between 59 and 66 months, gained, on the average, 15.90 months; and the top third, who had scores of 67 months and above on the pretest, gained 13.74 months of mental age during the seven months between the administrations of the test. There were, apparently, only small differences in the average rate of growth between the three groups in mental development, as measured by the Slosson Intelligence Test, however, the greatest rate of gain was achieved by those with the lowest entering status.

2) Language Age, as measured by the Word Association Subtest of the Sievers Test - Of the 752 pupils obtaining scores on both administrations of the test, 79 (11%) gained nine months of language age (one more month than that expected for them) and 422 (56%) gained eleven or more months. One hundred and twenty pupils (16%) gained between one and six months of language age during the seven months between administrations and 131 (17%) either did not change their scores or regressed. Altogether, 501 (67%) of the pupils exceeded the expectation of an eight month gain in language age expected for them.

Comparisons made between the lower, middle, and upper thirds of the group in language age showed the bottom third of the pupils had scores of 48 and below on the first administration of the test and gained, on the average, 21.41 months during the seven months between testings. The middle third, who had pretest scores between 49 and 58 months gained an average of 12.48 months, while the top third of the pupils, who had pretest scores of 59 months and above, gained an average of 3.78 months of language age during the seven months between test administrations. In the case of language age, as measured by the Word Association Subtest of the Sievers, there were apparently great differences in gain dependent on pupils' entering status. Pupils with the lowest scores gained three months of language age for each month in the program and pupils with approximately average scores gained not quite two months for each month in the program, whereas pupils with the highest scores gained the least--less than four months of language age for the seven months in the program.

These dramatic differences in rates of change for the three groups may, in part, be a function of the test used, especially in the case of the students who scored the highest on the first administration of the test. During this first project year, the use of this single subtest of the Sievers was found to be a very limited measure of language development because it does not take into account both the receptive and expressive areas of language. It was originally intended by the Learning Disabilities Specialist to use this subtest as an efficient way of screening learning disabled pupils. However, because it is deemed desirable to measure the language development of all children as a function of the program as well as to screen pupils, and because this single subtest is so limited in scope and has a low ceiling, it has been decided that during the second year of project operation The Northwestern Syntax Scale, which yields both expressive and receptive language scores, will be substituted for the Sievers subtest.

3) Perceptual Age, as measured by the Beery Test - Eighteen (2%) of the 752 pupils attained the gain of eight months of perceptual age expected for them, 41 (5%) gained nine months, 33 (4%) gained ten months, and 333 (44%) gained eleven or more months. Seventy-one pupils (9%) gained seven months in perceptual age during the seven months between test administrations, 159 (21%) gained between one and six months, and 97 (13%) either showed no change or regressed in their scores. Altogether, 425 (57%) of the pupils attained or exceeded the eight months of perceptual age expected for them.

Comparisons made between the gains attained by the lower, middle, and upper thirds of the initial distribution on this test showed that the lower third, who had scores of 50 months and below on the pretest, gained an average of 16 months during the seven months between testings. The middle third, who had initial scores between 51 and 58 months, gained an average of 8.44 months; and, the upper third, who scored above 58 months on the pretest, gained an average of 7.39

months of perceptual age. It is apparent that there was a large difference between the gains made by the lowest group and those made by the middle and upper group. These data are quite similar in form to those obtained in the pilot study, although the gains in perceptual age made during the first year of project operation were somewhat larger for all three groups. This may be due in part to the fact that pupils in the pilot study were selected because of educational disadvantage.

In sum, the various analyses of the data all show that the large majority of PCEE pupils met the criterion of eight months gain,or exceeded it, in the areas of mental, language, and perceptual age during the seven months of project operation. This is especially true for the pupils who initially scored below average for the group on the tests. In this respect, it may be said that the project apparently had a particularly significant impact on the primary target group.

b. Product Objective Two

Each primary target group pupil, who was found to be deficient on teacher ratings of the items listed below at the time of entry into the Parent-Child Early Education Program, will show an increase of a minimum of one step on a five-point scale, at the end of his first year in the program, in his:

A. Responsiveness to learning activities presented by the teacher in the Home-Teaching sessions.

B. Achievement of the concepts presented during the Home-Teaching sessions.

Three hundred and eighty-one pupils had been provisionally identified as belonging to the primary target group as of January, 1972. Of these, 347 were identified by the consultant specialists as truly belonging to the primary target group, i.e. found to have learning problems due to environmental or biological factors including emotional disorders, learning disabilities, low intellectual functioning, mental retardation, experiential deprivation, and physical disabilities. Three hundred and thirty of these pupils received ratings by their teachers on their responsiveness to learning activities and attainment of objectives during both their first and last home teaching sessions.

The items relating to this objective, together with N's and percentages for each point of the scales are given in Appendix B. The means, standard deviations, t test results, as well as the proportions of pupils found to be deficient (rated less than 4) on each scale, are given in Table 2.

As can be seen from the results given in the table, primary target group pupils were rated statistically significantly higher on all items pertaining to this objective during the last home teaching session than during the first session. Also, far fewer of these pupils were judged by their teachers to be deficient in these traits than had been the case in the beginning of the program year.

An analysis of individual pupil change for those pupils initially judged to be deficient on each of the rating scales showed the following:

Responsiveness to Learning Activities

1) Outgoing versus shy - Of the 330 pupils receiving teacher ratings on both the first and last home teaching

Table 2

A Summary of Initial and Final Ratings of Target Group PCEE Pupils By Their Teachers On Responsiveness to Learning Activities and Achievement of Concepts in Home-Teaching Sessions (*N*=330)

Item		Mean	Standard Deviation	t	p	Deficient	
						N	%
Responsiveness to Learning Activities							
a. Outgoing vs. shy	Initial	3.29	1.26	14.62	$<.01$	181	55
	Final	4.25	.87			60	18
b. Cooperative vs.uncooperative	Initial	3.60	1.15	12.26	$<.01$	149	45
	Final	4.41	.82			34	10
c. Talkative vs. hesitant	Initial	3.18	1.30	14.54	$<.01$	193	58
	Final	4.21	.91			67	20
d. Interested vs.disinterested	Initial	3.91	1.05	11.73	$<.01$	115	35
	Final	4.65	.66			22	7
e. Attentive vs.distracted	Initial	3.69	1.18	11.30	$<.01$	134	40
	Final	4.51	.80			35	11
Achievement of Concepts							
a. Attained all vs. none of the objectives	Initial	3.74	1.08	11.70	$<.01$	134	40
	Final	4.49	.75			35	11

sessions, 181 (55%) were judged to be deficient on this trait initially. Of these 181 pupils, 65 (36%) gained one step, 67 (37%) gained two steps, and 34 (19%) gained three or more steps on this scale at the last home session. Altogether, 166 (92%) pupils gained one step or more on this rating scale from time of entry into the program to time of exit.

2) Cooperative versus uncooperative - One hundred and forty-nine (45%) of the 330 primary target group pupils were rated as deficient on this trait during the first home visit. Of the 149 pupils, 32 (21%) gained one step, 73 (49%) gained two steps, and 23 (15%) gained three or more steps in their cooperativeness as rated during the last home session. Altogether, 128 (86%) of the pupils considered to be initially deficient in this trait gained one or more steps in their final ratings.

3) Talkative versus hesitant - One hundred and ninety-three pupils (58%) were rated as "three" or below on this trait during the first home visit. Of the 193 pupils, 55 (28%) gained one step, 66 (34%) gained two steps, and 47 (24%) gained three or more steps in the ratings received during the last home visit. In total, 168 (87%) of the pupils initially rated as deficient in this trait gained one or more steps in their final ratings.

4) Interested versus disinterested - One hundred and fifteen (35%) of the 330 primary target group pupils were rated as being initially deficient in this trait. Of the 115 pupils, 25 (22%) gained one step, 63 (55%) gained two steps, and 19 (17%) gained three or more steps in their display of interest during the last home teaching session. In total, 107 (93%) of the pupils rated as initially deficient in interest in the session gained one or more steps in this trait by the last visit.

5) Attentive versus distracted - One hundred and thirty-four (40%) of the 330 pupils were rated as being deficient in attention during the first home teaching session. Of these 134 pupils, 24 (18%) gained one step, 68 (51%) gained two steps, and 80 (22%) gained three or more steps in their attentiveness during the last home teaching session. Altogether, 122 (91%) of the pupils initially rated as deficient in this trait gained one or more steps in their final ratings.

Achievement of Concepts

1) Attained Objectives (all versus none) - Of the 330 primary target group pupils rated during both first and

last home visits, 135 (40%) were rated as attaining 50% or fewer of the objectives (received ratings of "three" or less) during the first home teaching session. Of these 134 pupils, 38 (28%) gained one step, 63 (47%) gained two steps, and 22 (16%) gained three or more steps in their attainment of objectives as rated during the last home visit. In total, 123 (92%) of the primary target group pupils considered to be deficient in this trait gained one or more steps in their final ratings.

In general, the vast majority (between 86% and 93%) of pupils judged to be initially deficient on the items relating to this objective met the criterion of a minimum increase of one step in their final ratings. These findings probably represent more realistic expectations than those stated in the objective. It is hoped that the goal of 100% attainment on all items related to this objective will be more and more closely approximated with each succeeding year of the project.

c. Product Objective Three

> Each primary target group pupil, who was found to be rated as having less than very positive attitudes toward school by the teacher at the beginning of the Parent-Child Early Education Program, will increase by at least one step on a five-point rating scale in the positiveness of his attitudes toward school at the end of his first year in the program.

Three hundred and thirty pupils of the 347 identified as truly belonging to the primary target group received ratings on their attitudes toward Saturday School during both the first and last home visits. The mean of the initial attitude ratings was 3.84 on a five-point scale and the standard deviation was 1.08. The mean of the final attitude ratings was 4.65 while the standard deviation was .64. The paired observation *t* test comparing initial and final ratings yielded a *t* of 13.07 ($p < .01$).

Of the 330 pupils, 121 (37%) were judged to be initially deficient in their attitudes toward Saturday School (received a rating of "three" or less.) Of these 121 pupils, 24 (20%) gained one step, 65 (54%) gained two steps, and 23 (19%) gained three or more steps on their final ratings on this scale. Altogether, 121 (93%) of those pupils considered initially deficient in their attitudes gained one or more steps in their final ratings.

In sum, there was a significant change in the direction of more positive attitudes of primary target group pupils toward Saturday School. This can be inferred from the statistically significant t test result as well as in the changes in ratings of 93% of the pupils initially judged to have neutral or negative attitudes. While this does not meet the criterion of 100% set forth in the objective, it is a good approximation of it. Hopefully, an even closer approximation will be attained in the second project year.

d. Product Objective Four (Revised 8/71)

> Each pupil, who was rated on any of the five scales on the "Rating Scale of Self Esteem" as having less than average self esteem by his teacher at the beginning of the Parent-Child Early Education Program, will increase by at least one step on each of those scales by the end of his first year in the Program.

Seven hundred and fifty-five pupils of the total enrollment in the PCEE Program were rated by their teachers on five five-point scales comprising the "Rating Scale of Self Esteem" both at the beginning and end of the program year.

The items relating to this objective, together with N's and percentages for each point of the scales are given in Appendix C. The means, standard deviations, t test results, as well as the proportions of pupils found to be deficient (rated less than "three") on each scale, are given in Table 3.

Inspection of the table shows that PCEE pupils were rated as adapting more easily to new situations, becoming less upset by failures, seeking less support and attention, and showing a greater sense of self-esteem at the end of the program year than had been the case at the beginning of the year. These inferences are based on both the statistically significant t test results and the generally decreasing proportions of pupils judged to be initially deficient on the scales.

An analysis of individual changes for those pupils judged to be initially deficient on each of the rating scales showed the following:

1) Child adapts easily to new situations - One hundred and twenty-two pupils (16%) of the 755 were judged to be initially deficient (rated as "two" or less) on this scale. Of these 122 pupils, 50 (41%) gained one step, 45 (37%) gained two steps, 6 (5%) gained three or more steps. Altogether, 101 (83%) of the pupils rated as initially deficient in their ease of adapting to new situations

Table 3

A Summary of Initial and Final Teacher Ratings of Pupils Self Esteem (N=755)

Item		Mean*	Standard Deviation	t	p	Deficient	
						N	%
1. Child adapts easily to new situations, feels comfortable in new settings, enters easily into new activities	Initial	3.42	.89	10.36	<.01	122	16
	Final	3.76	.81			60	8
2. Child becomes upset by failures or other strong stresses as evidenced by such behaviors as pouting, whining or withdrawing	Initial	2.63	.90	2.01	<.05	84	11
	Final	2.70	.93			85	11
3. Child seeks much support and reassurance from his peers or the teacher, as is evidenced by seeking their nearness or frequent inquiries as to whether he is doing well	Initial	2.51	.83	5.34	<.01	88	12
	Final	2.72	.86			69	9
4. Child continually seeks attention, as evidenced by such behaviors as speaking out of turn and making unnecessary noises	Initial	2.80	.98	4.50	<.01	88	12
	Final	2.97	.97			57	8
5. Extent to which child shows a sense of self--esteem, self-respect, and appreciation of his own worthiness	Initial	3.19	.88	10.93	<.01	140	19
	Final	3.57	.91			91	12

*It should be noted that "5" represents the positive end of the continuum represented by each scale.

gained one or more steps in their final ratings.

2) Child becomes upset by failures or other strong stresses - Of the 84 pupils (11%) rated as initially deficient in this trait, 19 (23%) gained one step, 30 (36%) gained two steps, and 13 (15%) gained three or more steps in their final ratings. Altogether, 62 (74%) of the pupils judged to become too easily upset by failures at the beginning of the year gained one or more steps on this scale at the end of the program year. It should be noted that 56 pupils who were not initially judged to be deficient (rated as "two" or less) became so in their final ratings.

3) Child seeks much support and reassurance from his peers or the teacher - Eighty-eight (12%) of the pupils were initially judged to be deficient in this trait. Of the 88 pupils, 33 (38%) gained one step, 23 (26%) gained two steps, and 11 (12%) gained three or more steps in their final ratings of this trait. Altogether, 67 (76%) of those pupils rated as seeking too much support and reassurance initially gained one or more steps on this scale at the end of the program year. It should be noted that 28 pupils who were not initially judged to be deficient became so in their final ratings.

4) Child continually seeks attention - Eighty-eight (12%) of the pupils were rated as being initially deficient on this scale. Of the 88 pupils, 33 (38%) gained one step, 19 (22%) gained two steps, and 12 (14%) gained three or more steps in their final ratings of this trait. Altogether, 64 (73%) of the pupils judged to be continually seeking attention initially gained one or more steps in the direction of seeking less attention at the end of the program year. It should be noted that 28 pupils not initially rated as being deficient on this trait became so in their final ratings.

5) Extent to which child shows a sense of self-esteem - Of the 755 pupils receiving both initial and final ratings on this scale, 140 (19%) were judged to be deficient initially. Of these 140 pupils, 59 (42%) gained one step, 33 (24%) gained two steps, and 15 (11%) gained three or more steps in their final ratings. Altogether, 107 (76%) of the pupils judged to be deficient in their sense of self-esteem at the beginning of the program year gained one or more steps in this trait at the end of the year. It should be noted that 46 pupils not initially judged to be deficient on this trait became so in their final ratings.

In general, a large majority (73% to 83%) of pupils judged to be initially deficient on the five rating scales relating to this objective met the criterion of gaining one step in their final ratings. It is hoped that the goal of 100% attainment of this objective can be more closely met in succeeding years of project operation.

e. Process Objective One, Rev. 4/72

> The Project Director, Evaluator, and Specialists in the areas of the handicapped will develop a behavior checklist to be used by parents to rate children on three-point scales on Personal and Social Development, Language and Concept Development, Physical Skill Development, Interest, Experiences, Self-Esteem, and other items designed to identify learning problems due to emotional disturbance (e.g., items from the Glidewell list), learning disabilities, experiential deprivation, physical handicaps, low intellectual functioning, and mental retardation.

The Behavior Checklist, "My Preschool Child," was developed using three-point scales instead of the five-point scales planned, for ease of parent response. As part of the evaluation of this objective, an examination of the variability of ratings made by parents filling out the instrument in fall, 1971 was made. The items of the checklist, together with the means and standard deviations obtained by the total sample of PCEE pupils, is given in Table 4. For the proportions of responses to each point on the items, refer to Appendix D.

Inspection of Table 4 clearly indicates that the responses to the items of the checklist were, for the great part, highly variable. If an arbitrary cut-off point of .5 is set (one-sixth of the three-point range), it may be seen that all but 12 of the 65 items exceed this level. One may safely conclude that, in general, this instrument is a usable one.

Posttest data will be collected in the early fall showing each child's status on a comparable behavior checklist, "Introducing My Kindergarten Child."

Table 4

Summary of Parent Responses to MY PRESCHOOL CHILD (N=798) September, 1971 (Total Sample)

PERSONAL AND SOCIAL DEVELOPMENT

MY CHILD:	Mean*	Standard Deviation
Dresses himself	1.55	.55
Buttons, snaps, and zips his clothing	1.45	.58
Goes to the toilet by himself	1.92	.29
Pays attention and concentrates well	1.33	.51
Follows simple directions without reminding	1.38	.52
Tells what he wants or needs	1.93	.27
Helps with simple household jobs	1.49	.55
Takes turns and shares with other children	1.45	.51
Takes good care of things he uses	1.39	.56
Prefers to play alone	.84	.43
Plays with a few children	1.54	.53
Plays with many children	1.16	.65
Remembers rules of games he plays	1.22	.61

LANGUAGE AND CONCEPT DEVELOPMENT

MY CHILD:	Mean*	Standard Deviation
Speaks in sentences of 5 or more words	1.90	.33
Tells a simple story	1.53	.62
Identifies six or more colors	1.55	.73
Recites rhymes, sings songs	1.50	.65
Tells how things are alike or different	1.41	.62
Identifies a few letters of the alphabet	1.28	.80
Identifies many letters of the alphabet	.81	.90
Prints his first name correctly	.59	.82
Tells his: whole name	1.67	.62
address	.75	.79
telephone number	.32	.64
Counts from 1 to 10 or beyond	1.65	.65
Recognizes numerals 1 to 10	1.03	.83
Tells "how many" in a group of objects	1.46	.63
Identifies basic shapes: circle, square, triangle, rectangle	1.19	.76

PHYSICAL SKILL DEVELOPMENT

MY CHILD:	Mean*	Standard Deviation
Throws and catches a ball	1.59	.53
Can ride a tricycle or bicycle	1.96	.23
Runs, hops, and jumps	1.95	.22
Claps or marches in time with music	1.58	.59
Uses crayons with control	1.43	.67
Uses scissors with control	1.12	.71
Works a puzzle of 10 or more pieces	1.35	.76

Table 4 Continued

During the past 12 months, MY CHILD has had trouble with:

	Mean	Standard Deviation
Eating (too much or too little)	.69	.67
Sleeping (too much or too little)	.30	.52
Stomach irregularities	.20	.42
Getting along with children	.88	.70
Getting along with adults	.64	.77
Unusual fears	.41	.55
Nervousness	.33	.52
Thumbsucking	.36	.70
Overactivity	.49	.65
Sex	.09	.29
Daydreaming	.34	.51
Temper tantrums	.63	.57
Crying	.77	.55
Lying	.48	.54
Stealing	.05	.23
Tearing or breaking things	.43	.52
Wetting	.33	.60
Speech	.42	.64

INTERESTS AND EXPERIENCES

MY CHILD:		
Enjoys looking at books	1.87	.36
Listens to stories and music	1.85	.37
Is read to	1.56	.53
Uses: paint	1.09	.75
playdoh or clay	1.35	.65
scissors	1.32	.67
crayons	1.76	.45
Has visited the zoo	1.35	.59
Has been to the library	1.03	.84
Has taken trips outside the community	1.58	.55
Attends or has attended Nursery School, Headstart, Sunday School	.97	.91
Watches Sesame Street	1.46	.64

*Scale scores range from 0 to 2.

f. Process Objective Two (Rev. 4/72)

> PCEE pupils who have learning problems will be identified as indicated by a preliminary screening battery (parent responses to a behavior checklist, and indices of mental and language development and visual-motor integration as yielded by standardized tests) due to emotional disturbance, learning disabilities (i.e., language and perceptual disorders), experiential deprivation, physical handicaps, low intellectual functioning, and mental retardation.

All pupils entering the PCEE Program were administered a screening battery which included the Slosson Intelligence Test, Subtest Three of the Sievers Differential Language Facility Test, and the Beery Test of Visual-Motor Integration. Additional data were collected on all pupils from parent evaluation on the Behavior Checklist, "My Preschool Child" and teacher ratings on the "Nursery School Adjustment Scale." Of the 798 pupils enrolled in the fall in the PCEE Program, 381 (48%) were referred for further diagnosis and observation because of suspected learning problems. Of these 381 pupils:

1) 289 (76%) were identified as having emotional problems using the Glidewell items from the Behavior Checklist and teacher ratings on the "Nursery School Adjustment Scale." Of the 289 pupils so identified 242 remained in the program until the end of the year. The proportion of children identified as having emotional problems is within the range of 10% to 40% reported to be the norm in several studies.

2) 33 (9%) were referred for further diagnosis because of apparent low intellectual functioning. Of these 33 pupils, eleven were identified as being mentally retarded. Three were untestable because of emotional problems, two were untestable because of blindness. Several of the other pupils referred were found to be learning disabled but because the learning disabilities specialists already had full case loads these children were worked with by the special educational consultant. This compares very well to the national norms of 1% mental retardation in the population.

3) 38 (10%) were initially referred for apparent learning disabilities including speech or language disorders. Of these 38 pupils, 22 were diagnosed to be learning disabled and received special habilitative programs. Thirteen were found in need of speech therapy, which was given by the learning disabilities teachers. If those pupils initially referred as mentally retarded, but found to be learning disabled, are added to these 22 pupils, then the total proportion of PCEE pupils

identified as learning disabled resembles the lower national estimate of 5% to 25% school aged population falling into this category.

4) 6 (1½%) additional pupils, who had not been tested for learning disabilities, were referred for speech therapy. Five of the six were recommended for such therapy.

5) 61 (16%) were identified as having hearing difficulties. Further clinical testing of the 61 pupils identified 14 as having significant hearing loss and 16 as having hearing within normal range but with some significant defect.

6) 26 (3%) were identified as having visual difficulties and were referred for further examination.

It will be observed that the number of pupils identified to have learning problems due to the various difficulties add up to more than the total of 347 on which there are final test results reported elsewhere in this report. This is due to the fact that some pupils were identified as having multiple problems.

g. Process Objective Three

> Each Parent-Child Early Education pupil identified through further diagnostic procedures as having learning problems due to one or more of the factors listed in Process Objective Two will be given individualized materials and/or teaching strategies by his teacher as prescribed by consultant specialists for the handicapped.

Individualized learning programs and/or teaching strategies were prescribed for all children diagnosed by the specialist staff for the handicapped as having learning problems.

Programs prescribed for children with learning disabilities or in need of speech/language stimulation were implemented in home teaching visits by two teacher specialists in learning disabilities, who were also qualified speech clinicians. Their work was monitored through inspection of weekly logs and consultation and observation by the Consultant for the Learning Disabled and the Project Director.

Programs were designed according to the language, motor, perceptual and social needs of the individual child and were modified as performance of the child warranted program change to occur. In addition, approximately twenty children, receiving evaluation by the Learning Disabilities teacher specialists, indicated by test performance and observation that some limited specialized preschool stimulation was necessary for language, motor, perceptual or social development. Home school teachers were given specific suggestions for follow-through with these children via a written evaluation report and via inservice training and individual consultation with the Learning Disabilities consultant. (See summary of the Interim and Final Reports, Sub-Component for the Learning Disabled, Mary Dasovich, Ph.D., Appendix L.)

Additional children in need of speech therapy were seen by a third teacher who was a speech clinician, under the direction of the Coordinating Consultant from Special School District. This Consultant has indicated to the Project Director satisfaction with the speech clinician's work. (See summary of Report on Speech Therapy, Arthur Kelley, M.A., Appendix M.)

Children referred for psychological evaluation received individualized educational and behavioral prescriptions by the specialist staff for the Mentally Retarded. Other children, not referred for suspected mental retardation, but observed by the teachers to be encountering learning difficulties were also programmed for by this component. One hundred forty-eight classroom observations, plus home visits, were made by the Special Education Consultant during the year to verify that prescribed programs were being carried out. He reported that in all cases teachers were either following the prescriptions as outlined or were doing appropriate variations of these prescriptions. (See summary of the Interim and Final Reports, Sub-Component for the Mentally Retarded, Allan Yater, Ph.D., Appendix N.)

Services provided by the Consultant Psychologist for the Emotionally Handicapped and two Child Development Consultants for children identified as having emotional problems affecting learning included: observation of behavior in the classroom; counseling with parents; and consultation with teachers. Assistance was given to teachers with understanding causes of behavioral deviations, management strategies, and with alternate approaches and objectives when necessary. Anecdotal records were kept and weekly consultations were held with teachers and the Project Director on the status of these children. The Consultant Psychologist's reports stated that to the best of his knowledge each teacher attempted to implicate the recommendations given. (See summary of Interim and Final Reports, Sub-Component for the Emotionally Handicapped, Sidney Kasper, Ph.D., Appendix O.)

Individual program prescriptions for the visually handicapped and hearing impaired from cooperating agencies such as Central Institute for the Deaf and Missouri School for the Blind were carried out by teachers trained in these areas. Written communication between staff specialists and the cooperating agencies verified that prescriptions were carried out. (See Audiologist Report, Appendix P; Sample Report for the Blind, Appendix Q.).

Joint staffings were held as needed involving all staff specialists and the Project Director to discuss teaching strategies and to monitor progress of children with multiple problems or handicaps.

h. Process Objective Four a. (Rev. 8/71, Replacing Process Objective Four)

The Project Evaluator and Project Director will select items from existing instruments to measure the self-esteem of pupils. Those items selected will be responded to by Parent-Child Early Education teachers at the beginning and end of the PCEE Program year.

The five rating scales on the instrument, "The Rating Scale of Self Esteem" were selected from Coopersmith's "Behavior Rating Form." On October 1, 1971 Dr. Boyd R. McCandless, Director, Educational Psychology Program, Emory University and noted author on child behavior and development consulted with the Project Director, Project Evaluator, and other staff members on measurement and evaluation of self esteem among four year olds. The discussion included the uses, practical and research, of the modification of the Coopersmith items. At this meeting Dr. McCandless indicated the instrument to be appropriate for the purpose designed. Verification of Dr. McCandless' consultation on this instrument is contained in his report to the Project Director dated October 4, 1971. Copies were sent to the Project Officer, USOE and to the Grants Officer on October 19, 1971.

i. Supplementary Evaluation Activities

In preparation for the evaluation of Parent-Child Early Education pupils entering kindergarten in the fall, 1972, baseline data were collected on the Screening Test of Academic Readiness (STAR) on pupils entering kindergarten in 1970 and 1971. The data collected on those pupils entering kindergarten in 1970 were used to construct local percentile norms for each of the eight subtests of the STAR as well as the total scores (see Appendices J-1 and J-2) to aid teachers in interpreting test results. In addition, comparisons were made between the 1970 and 1971 kindergarten pupils to determine whether there were changes in academic readiness in succeeding years. (See Appendix J-3) The results show there to be only one statistically significant difference between the groups on one subtest. This would suggest that there has been no dramatic change in the academic readiness of pupils entering kindergarten in the past two years and would further lead one to believe that pupils entering kindergarten next year (1972) would be similar to those in past years except for the intervention of the PCEE Program.

Baseline data were also collected on items to be included in the behavior checklist to be used by kindergarten parents, "Introducing My Kindergarten Child," prior to pupils' entrance into kindergarten in the fall of 1972. These data were collected on pupils entering kindergarten in the fall of 1971

Since some of the pupils entering kindergarten in 1971 had been included in the pilot study for this project it was decided to compare them to pupils who had other kinds of preschool experience as well as to pupils who had no preschool experience of any kind. (See Appendix K.) Since only pupils from disadvantaged school areas were selected for inclusion in the pilot study, the most appropriate comparisons should include only pupils who came from similar backgrounds. Therefore, the most appropriate sample seemed to be that of the six schools given in the Appendix. The sample, then, consisted of 131 pupils who had participated in the PCEE pilot study, 31 pupils who had other preschool experience, and 203 pupils who had no preschool experience of any kind. Comparisons were made on items of the kindergarten behavior checklist as well as on the STAR results. The findings were as follows:

1) STAR - PCEE pupils scored significantly higher than did pupils without any preschool experience on the following six of eight subtests: Picture Vocabulary; Letters, Copying, Human Figure Drawing, Relationships and Numbers. They also scored higher on the total test scores. In addition, PCEE pupils scored significantly higher than pupils with other preschool experience on the Picture Vocabulary, Human Figure Drawing, and Relationships subtests. There were no statistically significant differences between pupils with preschool experience other than PCEE and the control pupils on the STAR.

2) Kindergarten Behavior Checklist: PCEE pupils were judged by their parents to be more advanced than control pupils on the following traits: putting on/taking off

coats; speaking in sentences; telling colors of things; saying rhymes and singing songs; identifying both a few and many letters of the alphabet; counting from one to 10; recognizing numeral 1 to 10; telling "how many" in a group of objects; printing first name correctly; hopping on one foot; working a puzzle of 10 or more pieces; liking to listen to stories; using paint, scissors, paste or glue; having been to the library. Pupils who had preschool experience other than in the PCEE program were rated higher than the control group on: identifying many letters of the alphabet; recognizing numerals 1 to 10; and using paint. PCEE pupils were rated higher than other preschool pupils on telling first name and printing first name correctly. Control pupils were rated higher than preschool pupils only on telling first name. All other comparisons were not statistically significantly different.

In summary, pupils who had participated in the PCEE pilot study were found to be more academically ready for kindergarten to a significant degree over pupils without preschool experience, and to some degree over pupils with other kinds of preschool experience. In contrast, children who had other preschool experience showed no significant differences over the control group on the readiness test and were rated higher than children without preschool experience on only three items of the Behavior Checklist.

2. THE PARENT

a. Product Objective One

> Each parent receiving home visits in the Parent-Child Early Education Program, who was rated by the teachers as being less than very positive in her attitudes toward the teaching session, the teacher, and her child, during the first Home-Teaching session, will increase in the positiveness of her attitudes by a minimum of one step on each five-point rating scale as assessed by the teacher during the last home visit of the program.

Following the first or second home visit in the fall of 1971, the teachers rated 757 of the 798 parents on the eleven scales of the Home Teaching Report pertaining to parent attitudes. Following the last home visit in the spring of 1972, 701-704 of the 757 parents again received ratings on these same scales. A summary of the results of teacher ratings including initial and final means and standard deviations, *t* test results, as well as the proportions of parents judged to be deficient (rated as "three" or less) on each of the scales, is presented in Table 5. For the complete frequency tabulation of ratings, refer to Appendix B.

As can be seen in this table, parents were rated by teachers as being mainly positive toward, and interested in, the teaching session both initially and finally. The large marjority of parents were rated both times as being friendly toward, cooperative, and at ease with teachers. A relatively large number of parents, however, were found to be deficient in their attitudes toward, and modes of interacting with, their children at the beginning of the program year. About one-third of the parents were rated as being insufficiently accepting of their children and nearly one-half were rated as being deficient in their awareness of their children's needs. Approximately one-half of the parents were rated by the teachers as using inappropriate reinforcement and motivation techniques and a little less than one-half of the parents were rated as not being competent in their interaction with children during the first home teaching session. Large shifts can be observed in the summary of the final ratings made by teachers. In all cases there were statistically significant changes in the direction of more positive attitudes toward the teaching session, better

Table 5
A Summary of Initial and Final Teacher Ratings of Parents' Attitudes Toward the Home Teaching Session, The Child, and the Teachers

Item		N	Mean	Standard Deviation	t	p	Deficient	
							N	%
Parent attitude toward teacher sessions								
a. Positive vs. negative	Initial Final	704	4.17 4.62	.92 .66	11.47	<.01	176 62	25 9
b. Interested vs. disinterested	Initial Final	703	4.17 4.15	.92 .76	9.41	<.01	175 70	25 10
c. Self-confident vs. lacking self-confidence	Initial Final	703	3.74 4.43	1.03 .79	16.17	<.01	290 101	41 14
Parent interaction with child								
a. Accepting vs. unaccepting	Initial Final	702	3.94 4.51	.94 .73	14.42	<.01	228 78	32 11
b. Aware vs. unaware of needs	Initial Final	702	3.50 4.21	1.03 .90	16.33	<.01	342 176	49 25
c. Motivation positive vs. negative	Initial Final	702	3.62 4.30	.97 .84	16.59	<.01	323 128	46 18
d. Reinforcement positive vs. neg.	Initial Final	702	3.57 4.29	.97 .83	17.35	<.01	347 128	49 18
e. Competent vs. incompetent	Initial Final	702	3.74 4.41	.97 .80	17.42	<.01	288 106	41% 15%
Parent relationship with teacher								
a. Friendly vs. unfriendly	Initial Final	702	4.35 4.77	.81 .56	12.79	<.01	128 34	18 5
b. Cooperative vs. uncooperative	Initial Final	702	4.32 4.65	.84 .72	8.63	<.01	140 61	20 9
c. At ease vs. ill at ease	Initial Final	701	4.07 4.63	.97 .69	14.12	<.01	207 62	30 9

modes of interaction with children, and better relationships with the teachers. Concomittantly there were large decreases from initial to final ratings in the proportions of parents judged to be deficient, especially in the areas of parental self-confidence and use of appropriate interactive techniques with children.

An analysis of individual parent changes from initial to final home teaching sessions for those parents judged to be deficient at the beginning of the program year showed the following:

Parent Attitude Toward Teaching Session

1) Positive versus negative attitudes - Of the 704 parents rated on this scale at both the beginning and end of the program year, 176 (25%) were judged to be deficient following the first home visit. Of the 176 parents, 33 (19%) gained one step, 112 (64%) gained two steps, and 15 (9%) gained three or more steps in their final ratings. Altogether, 160 (91%) of the parents initially judged to be deficient in the positiveness of the attitudes gained one or more steps in their ratings at the end of the program year.

2) Interested versus disinterested - Of the 703 parents rated on this trait at the beginning and end of the program year, 175 (25%) were rated as deficient following the first home teaching session. Of these 175 parents, 25 (14%) gained one step, 116 (66%) gained two steps, and 15 (9%) gained three or more steps in the ratings made after the last home visit. Altogether, 156 (89%) of the parents initially rated as deficient in their interest gained one or more steps at the end of the program year.

3) Self-confidence versus lacking self-confidence - Two hundred and ninety (41%) of the 703 parents were rated as being initially deficient in this trait. Of these 290 parents, 72 (25%) gained one step, 153 (53%) gained two steps, and 32 (11%) gained three or more steps in their final ratings. Altogether, 257 (89%) of those parents rated as lacking in self-confidence at the beginning of the program year increased one step or more in their ratings of this trait at the end of the year.

Parent Interaction with Child

1) Accepting versus unaccepting - Two hundred and twenty-eight (32%) of the 702 parents were initially rated as being deficient in this trait. Of these 228 parents, 63 (28%) increased one step, 135 (59%) increased two

steps, and 11 (5%) increased three or more steps in their final ratings of this trait. In total, 209 (92%) of those parents rated as being deficient in acceptance of their children at the beginning of the program year increased one or more steps on this scale at the end of the year.

2) Aware versus unaware of needs - Three hundred and forty-two (49%) of 702 parents were found to be initially deficient in this trait. Of these 342 parents, 100 (29%) gained one step, 152 (44%) gained two steps, and 30 (9%) gained three or more steps in their final ratings. Altogether, 282 (82%) of those parents judged to be lacking in awareness of their children's needs at the beginning of the program year gained one or more steps in their ratings of this trait at the end of the year.

3) Motivation positive versus negative - Three hundred and twenty-three (46%) of 702 parents were initially rated as being deficient in their use of positive motivation with their children. Of these 323 parents, 98 (30%) increased one step, 153 (47%) increased two steps, and 19 (6%) increased three or more steps in their final ratings of this trait. In sum, 270 (84%) of those parents rated as being deficient on this scale at the beginning of the program year gained one or more steps on this scale at the end of the year.

4) Reinforcement positive versus negative - Three hundred and forty-seven (49%) of 702 parents were rated as "three" or less on this scale at the beginning of the program year. Of these 347 parents, 99 (29%) gained one step, 161 (46%) gained two steps, and 24 (7%) gained three or more steps in their ratings at the end of the year. Altogether, 284 (82%) of those parents initially judged to be deficient in the use of positive reinforcement with their children gained one or more steps in their final ratings.

5) Competent versus incompetent - Two hundred and eighty-eight (41%) of 702 parents were rated as being deficient in this trait at the beginning of the program year. Of these 288 parents, 90 (31%) gained one step, 139 (48%) gained two steps, and 17 (6%) gained three or more steps in their ratings of this trait at the end of the year. In total, 246 (85%) of those parents rated as lacking in competence initially gained one or more steps on this scale in their final ratings.

Parent Relationship with Teachers

1) Friendly versus unfriendly - One hundred and twenty-eight (18%) of 702 parents were rated as deficient in this trait initially. Of these 128 parents, 18 (14%) gained one step, 95 (74%) gained two steps, and 4 (3%) gained three or more steps in their final ratings. Altogether, 117 (91%) of those parents rated as being deficient in their friendliness toward the teacher at the beginning of the program year gained one step or more in their ratings at the end of the year.

2) Cooperative versus uncooperative - One hundred and forty (20%) of 702 parents were judged to be initially deficient in this trait. Of these 140 parents, 21 (15%) gained one step, 95 (68%) gained two steps, and 7 (5%) gained three or more steps in their final ratings. Altogether, 123 (88%) of those parents rated deficient in their cooperativeness with the teacher at the beginning of the program year gained one or more steps in their ratings of this trait at the end of the year.

3) At ease versus ill at ease - Two hundred and seven (30%) of 701 parents were rated as deficient on this scale at the beginning of the program year. Of these 207 parents, 45 (22%) gained one step, 115 (56%) gained two steps, and 22 (11%) gained three or more steps in their end of the year ratings. In total, 182 (88%) of those parents judged to be initially deficient in this trait gained one or more steps on this scale at the end of the year.

In general, more than 75% of the parents rated by teachers at the end of the program year, on their attitudes toward the home teaching session, their interaction with their children, and their relationship with teachers were found to be: positive in their attitudes toward, and interested in, the teaching session; showing self-confidence; accepting of their children; aware of their children's needs, using positive motivation and reinforcement techniques, competent in their interaction with their children; and, friendly toward, cooperative and at ease with, the teacher. These findings compare favorably with those summarized at the beginning of the program year. Of those parents initially rated as deficient in these traits, not all increased by the minimum of one step as stated in the objective. However, a minimum of 82% of these parents did change toward the more positive ends of the continuum by the end of the program year, which was probably a more realistic expectation than that set forth in the objective. It is hoped that the goal of no deficiencies in any item related to this objective will be more and more closely attained with succeeding years of project operation.

b. Product Objective Two

> Each parent participating in the Parent-Child Early Education Program who was observed by the teacher to be deficient in using appropriate teaching techniques during the parent's first Saturday School session will increase, by a minimum of one step on a five-point rating scale, her use of appropriate techniques as assessed by the teacher during the parent's last Saturday School session in the program. Appropriate teaching techniques include appropriateness of reinforcement techniques used by parents and the extent to which parents accomplished the objectives of the lessons assigned.

Six hundred and seventy parents participated as teacher assistants in Saturday School over a sufficiently long enough time to be rated both at the beginning and end of the program year. A summary of the proportions of parents rated as being deficient (rated as less than "four") on each of the five scales related to this objective, together with the means, standard deviations, and paired observation _t_ test results, are given in Table 6. For the complete frequency tabulation of ratings obtained at the beginning and end of the program year, refer to Appendix E.

As can be seen in Table 6, more than 70% of the parents participating in Saturday School were initially judged to be using appropriate techniques and accomplishing the tasks assigned to them (were rated as "four" or higher). An even larger majority, more than 85% of these parents were judged to be performing adequately during the final sessions of Saturday School. There were statistically significant changes in the direction of greater use of appropriate teaching techniques and positive reinforcement as well as in parent accomplishment of the tasks assigned.

1) On time for planning session versus not on time - Of the 48 parents rated as being deficient in their promptness in arriving, 31 (65%) gained one step in their ratings by the end of the year. However, 28 parents who were initially rated as being on time for the planning session at the beginning of the year were rated as being tardy at the end of the year.

Table 6

Initial and Final Teacher Ratings of Parents' Performance in Saturday School (N=670)

Item		Mean	Standard Deviation	t	p	Deficient N	Deficient %
1. On time for planning session	Initial	1.93	.26	< 1	n.s.	48	7
	Final	1.93	.26			47	7
2. Willing vs. unwilling to participate	Initial	4.22	1.03	7.99	<.01	175	26
	Final	4.50	.91			83	12
3. Used appropriate vs. inappropriate teaching techniques	Initial	4.02	.85	15.15	<.01	186	28
	Final	4.41	.75			89	13
4. Used positive vs. negative reinforcement	Initial	4.04	.90	14.44	<.01	181	27
	Final	4.43	.77			92	14
5. Accomplished vs. did not accomplish the task assigned	Initial	4.27	.83	13.19	<.01	132	20
	Final	4.61	.66			57	9

2) Willing versus unwilling to participate in Saturday School - Of the 175 parents rated as being deficient in their willingness to participate in Saturday School sessions at the beginning of the year, 59 (34%) increased one step, 56 (32%) increased two steps, and 14 (8%) increased three or more steps. Altogether 129 parents (74%) of those originally rated as deficient on this trait increased their ratings by one or more steps on this five-point scale.

3) Used appropriate versus inappropriate teaching techniques - Of the 186 parents rated as deficient in their use of appropriate teaching techniques at the beginning of the year, 98 (53%) increased one step and 29 (5%) increased two or more steps by the end of the year. Altogether, 127 parents (68%) of those initially rated as deficient in this trait increased their ratings by one or more steps on this five-point scale.

One hundred and eighty-one parents were rated as deficient in their use of positive reinforcement at the beginning of the program year. Of these parents, 83 (46%) gained one step and 35 (19%) gained two or more steps in their ratings by the end of the year. In sum, 118 parents (65%) of those parents rated as being initially deficient in this trait gained one or more steps on the five-point scale.

One hundred and thirty-two parents were rated as not accomplishing the tasks assigned to them at the beginning of the program year. Of these parents, 50 (38%) gained one step and 43 (33%) gained two or more steps in their end of the year ratings. Altogether, 93 parents (70%) increased their ratings on this trait by one or more steps.

In sum, more than 85% of the parents rated by teachers at the end of the program year on their performance in Saturday School were found to be willing to participate, using appropriate teaching techniques, using positive reinforcement, and accomplishing the tasks assigned. This compares with the approximately 70% found to be so at the beginning of the year. Of those parents initially rated as deficient in these traits, not all increased one step as stated in the objective. However, a minimum of 65% of these parents did change in more positive directions by the end of the program year. This probably represents a more realistic expectation than that set forth in the objective. It is hoped that the goal of 100% attainment will be more and more closely approximated with each succeeding year of the project.

c. Product Objective Three

> As a result of attending Parent Study Groups, parents will demonstrate greater knowledge of the principles of child development and appropriate interaction techniques by answering 10% more of the items correctly on the test given at the end of the last session than they had on the test given at the beginning of the first session.

The difficulties encountered attempting to attain this objective during the first project year were discussed by the Consultant Psychologist for the Emotionally Handicapped in his Final Report to the Project Director as follows:

> The anticipated contact with a predetermined group of parents who might participate in group sessions on a regular basis proved beyond our means. Indeed, it was confounded to an important degree by our efforts

to make time available for any parent or family situation, where our services might prove instrumental in furthering development of the child, directly or indirectly. Often enough, we were called upon when it was apparent that a child's continued participation in the program was in jeopardy owing to a parental problem.

This basic objective to permit all interested parents to avail themselves of our services was, to our way of viewing the situation, highly successful. At the same time, it served to virtually preclude the possibility of an organized, predetermined course of action with a relatively fixed format and content. Each school setting was relatively unique with degrees of interest expressed both by parents whose children were regarded as within our E. H. (Emotionally Handicapped) group, and by parents whose children were not included in this grouping. Often, the mixture of parents with widely differing needs and problems made it important to provide individual sessions as well. In time, this trend became the pattern, so that regularly held group sessions were followed by individual sessions for parents who may or may not have been present for the group session. Beyond this, some parents were actively involved early in the process, while others did not participate until the school year was well under way. Our inability to control this process seemed to preclude the possibility of meaningful testing on a test-retest basis.

Such testing as was possible was confined to the Raising Children Test, constructed by Loevinger, with results as reported in Appendix O. The data gathering process was beset by many of the difficulties to be anticipated by the rather unpredictable attendance of the participants. For example, initial testing was conducted during October and November, with these early testings being our basic experimental group, yet many of the early participants were no longer active at the time of retesting. Others, who missed the initial weeks and therefore were not tested, were most active after November 1971. Still others were present only at the time of testing and retesting. Finally, some of the cases selected for the control group (because they were not participants in either group or individual sessions) later became involved with our specialists in relation to a later-emerging problem.

In attempting an interpretation of the results, the problem of small numbers compounded by the factors cited above makes the data all too tenuous, and perhaps even meaningless. Our original intent was to employ the Raising Children Test because of its reported ability to tap authoritarian thinking as well as its presumed relationship to capacity for introspection and receptiveness to new ideas. A later discovery in the literature to the effect that scores are apparently resistive to change suggested that the test was largely inappropriate for a population in which a relatively small number of parents were seen for 10 or more sessions. Within our tested sample, only four parents were seen at this level of frequency. Accordingly, a different test might have been more appropriate, had we been able to control attendance.

Perhaps the chief finding of significance is the rather uniformly higher mean score found within our control group. One might infer that the experimental group's lower mean score is indicative of greater receptiveness to new ideas or at least a more tolerant approach to the behavior of children. For some, no doubt, this tolerance may have been akin to extreme permissiveness or even extreme uncertainty. For many, the test served to stimulate new ideas for discussion. Ultimately, it was felt that various changes in the thinking of a given parent were masked by the seeming stability of the overall score where, in fact, responses to various items had changed in ways which would suggest important shifts in behavior.

In the future, any effort to measure the outcome of counseling or educational services will need to take into account the rather diverse needs of the participants. The attempt to measure educational gains should be confined to a group which agrees to participate for a fixed number of sessions for a specific purpose. The Parent Effectiveness Program may lend itself to this approach.

Two parent study groups entitled "Are You Listening?" based on the principles set forth in Parent-Effectiveness Training were conducted by a district elementary guidance counselor during the spring of 1972. An attempt was made to measure change in parental modes of interacting with their children using an instrument entitled "Parent-Child Relationships." Items from this scale were adapted from suggested pretest items in Thomas Gordon's Parent Effectiveness Training. Because of the group leader's apprehensiveness about getting honest responses if the forms were signed, it was impossible to detect individual changes in responses to items and to circulate the appropriate paired observations t tests. The items, together with the pre and post responses, as well as N's and percentages for each scale point, are given in Appendix R.

Before the parent study groups are instituted in the second project year an attempt will be made to either refine the instrument "Parent-Child Relationships," or replace it with something such as Corkuff's "Rating Scales on Empathy."

It is improbable that assessment of this objective will be attempted by the component for the emotionally handicapped in the second project year. The major effort by this component will be in the direction of individual and small group parent counseling sessions rather than parent study groups.

d. Process Objective One

One parent from each family participating in the Parent-Child Early Education Program will volunteer to assist in Saturday School and will assist with one class at least once every two months.

Attendance records of parent assistance in Saturday School showed that of the 783 families rated on this objective through January 1972 parents or parent surrogates from 477 (61%) of the families assisted in Saturday classes two or more times from October through January. During this same period parents or parent surrogates from 306 (39%) families assisted a minimum of one time, but did not reach the criterion expected. During the second four month period from February to the ending of school on June 3, of the 768 families rated on this objective parents or parent substitutes from 483 (63%) of the families assisted in Saturday School two or more times. For this same period members of 186 (24%) families assisted a minimum of one time, but did not reach the criterion expected of at least one participation every two months.

It should be noted that a large number of families far exceeded the criterion expected, with members assisting as many as from four to nine times in a four month period. In an effort to more closely approximate 100% parent achievement of this objective in succeeding project years the means of enlisting parent participation found to be most successful will be studied by the project staff for adoption by each teaching team.

e. Process Objective Two

> Each parent receiving home visits will follow instructional procedures (use activities or materials suggested by the teacher during the previous visit).

Data pertaining to this objective was obtained on 691 parents at both the beginning and end of the program year. A tabulation of ratings made after the first or second home visit showed that 141 (20%) of the parents had used several activities suggested by the teacher, 221 (32%) had used one activity suggested, and 329 (48%) were rated as having used none of the activities or materials suggested. A summary of ratings made after the last home visit at the end of the year showed that 199 (29%) of the parents had used several activities suggested by the teacher, 315 (46%) had used one activity suggested, and 177 (26%) were rated as having used none of the activities or materials suggested by the teacher during her previous visit. There were far fewer parents (130 or 22%) who used no activities at the end of the year than had been the case at the beginning of the year. The goal of all parents using at least one activity suggested by the teacher was fairly well approximated with 78% of the parents attaining this criterion at the end of the year. Hopefully this goal will be even more closely approximated during each of the following project years.

f. Process Objective Three

> Parent Study Groups will be established with parents, guidance counselors, and project staff members determining the content, structure, and frequency of group meetings.

Parent group sessions were conducted by the two Child Development Consultants at each Saturday School Center on Saturdays beginning in October. According to attendance records in the Final Report by the subcomponent for the Emotionally Handicapped a total of 291 parents participated in these group sessions. The fact that all interested parents were invited to attend virtually precluded the possibility of an organized, predetermined course of action with a relatively fixed format and content. Each school setting was relatively unique with degrees of interest expressed both by parents of emotionally handicapped children and by parents whose children were not included in this grouping. The content, structure, and frequency of group meetings, therefore, were determined primarily by parent needs. Often, the mixture of parents with widely differing needs and problems made it important to provide individual sessions following group meetings.

To offer parents opportunity to participate in study groups with a fixed number of sessions for a specific purpose two four-week short courses entitled "Are You Listening?" were conducted by a district elementary counselor at night during the spring. Enrollment for each course was limited to 20 parents to allow for group interaction. Both courses were filled and were well received by the parents who attended.

3. THE STAFF

a. Product Objective One

> Each Parent-Child Early Education teacher will utilize appropriate motivational techniques (e.g., reinforcement and feedback strategies) for environmentally disadvantaged and handicapped pupils. By the end of the first year of project operation, each PCEE teacher will be rated at least a "four" on a five-point rating scale as assessed by the Project Director through classroom observations.

Data were collected on items relating to this objective by the Project Director during Saturday School classes at the beginning and end of the program year and during one or more home visits with each teacher midyear. (See Appendix F-1.) The scales relating to this objective together with the proportions of teachers identified as deficient are listed below:

1) Used appropriate versus inappropriate teaching techniques - Of the 25 teachers rated by the Project Director during Saturday School at the beginning of the program year, 14 (56%) were rated as "four" or above on this five-point scale while 11 teachers (44%) were found to be deficient on this trait. The tabulation of teacher ratings made during Saturday School at the end of the year showed that 22 (88%) of the teachers were rated as "four" or above on this scale while only three teachers (12%) were rated as "three" or less on this trait. Thus, at the end of the first program year eight more teachers were rated as using appropriate teaching techniques during Saturday School than had been the case at the beginning of the year. The summary of ratings made during the midyear home visits showed that no teacher was judged to be deficient on this trait in that setting.

2) Aware versus unaware of children's needs - Of the 25 teachers rated during Saturday School by the Project Director on this trait, nine (36%) were found to be deficient at the beginning of the program year but only three (12%) were judged to be deficient on this trait at the end of the program year, a decrease of six (24%). The ratings made during home visits showed that only one teacher (4%) was judged to be deficient in her awareness of children's needs in this setting.

3) Used positive versus negative motivation - Seven teachers (28%) were rated "three" or below on this five-point scale in Saturday School observations at the beginning of the program year. At the end of the year, however, only one teacher (4%) was found deficient in using positive motivation. The ratings made during the home visits also showed that only one teacher was judged deficient in this trait.

4) Used positive versus negative reinforcement - Eight teachers (32%) were rated as "three" or less on this five-point scale at the beginning of the program year whereas only one teacher (4%) was judged to be deficient in using positive reinforcement in Saturday School at the end of the year, a decrease of seven (28%). No teacher was rated as deficient in this trait during the home visits.

5) Accomplished task objectives: 100%...0% - Fourteen teachers (56%) were rated as achieving fewer than 75% of the task objectives during the Saturday School session when observed by the Project Director at the beginning of the program year. At the end of the program year, only four teachers (16%) were judged to be deficient, a decrease of 10 teachers (40%). Only two teachers (8%) were rated as being deficient during the midyear home visits.

In sum, these ratings indicate that while at the beginning of the first year of project operation from one-fourth to more than one-half of the teachers were judged to be deficient on the items of the Teacher Rating Scale, at the end of the year most of those teachers judged to be deficient showed that they had changed sufficiently so as to be rated as using appropriate techniques.

While it is true that not every teacher met the criteria, the vast majority did so. It is thought that for the first project year attainment of this objective by 88% of the teaching staff represents a realistic expectation. One hundred percent achievement may serve as a goal toward which teachers will increasingly progress each succeeding year.

b. Product Objective Two

Each Parent-Child Early Education teacher will be able to correctly identify learning problems due to emotional disturbance, learning disabilities, experiential deprivation, physical handicaps, and mental retardation on the basis of observation of pupils in the learning situation. Evidence of correct identification will be demonstrated by the accuracy of their referrals as judged by the Consultant Specialists for the Handicapped.

The initial identification of learning problems was made by the Consultant Specialists for the Handicapped. Jointly they reviewed the initial screening battery results on all pupils entering the PCEE Program and recommended further diagnosis as needed. Subsequent referrals were made by teachers based on their observations and work with the children and their parents.

The Consultant Specialists have reported the following in respect to teacher accuracy in referrals:

1) Learning Disabled - The project staff referred children seen in Saturday School or for home visits to the project consultants as behaviors or preschool performance warranted such referral. Background data on children referred was reviewed by a minimum of two consultants in most instances with a total of 36 referrals being handled at least in part by the learning disabilities consultant. Of this number two referrals were inappropriate, thus indicating a 95% accuracy of referral by staff personnel.

2) Emotionally Handicapped - One of the important product objectives in this project was the development of skill and expertise by teachers as regards identification of children with special learning problems related to emotional handicaps. Equally important was the extent to which teachers utilized the consultation time of the consultant or specialists within the E. H. component.

   Accordingly, provisions were established for each teacher to record various observations pertaining to classroom behavior of the child along with regular opportunities for consultation with the specialists. These regular opportunities for consultation were provided at the Curriculum Center on Wednesday afternoon and Thursday morning. Beyond this, there were also opportunities for consultation on alternate Saturdays when specialists rotated through each school setting or on various other Saturdays when the E. H. consultant was available for classroom observations. In all, there were six scheduled (and several unscheduled) opportunities each month when specialists and teaching staff might meet.

   The attempt to measure accuracy of referral is actually confounded by the relatively close working relationship established between teaching staff and

E. H. specialists. In this relationship, the more common pattern was that of a teacher requesting the services of the specialist regarding a particular child or a particular problem. There were numerous other situations where the consultant might contact the teacher regarding his observation of a child or his awareness of a problem after meeting with the child's parent. As a result, the question of accuracy of referral was impossible to judge in a pure sense and virtually beyond us in a statistical sense.

As a further illustration, where it might be felt that the question of accuracy in teacher judgments might be examined in light of their use of the Nursery School Adjustment Rating Scale, it was the consultant's objective to review the cases with low ratings and to discuss certain cases with the teachers, afterwards perhaps even calling attention to an occasional case where the child's rating was low but no known referral had been made. This situation highlights our subjective impression: We are aware of no instance in which a teacher referral to our staff was inappropriate. Such errors as may have occurred were conceivably errors of omission rather than commission, usually being instances in which lack of grossly deviant behavior fostered lack of attention to other problems.

3) Mentally Retarded - Referral of pupils suspected of low intellectual functioning or mental retardation was made on the basis of test scores received on the preliminary screening battery. Children whom teachers had been unable to test on the Slosson Intelligence Test as well as those obtaining I.Q. scores of 85 or below were referred to the Psychological Examiner for evaluation. In some cases, pupils scoring in the low nineties were referred to verify the accuracy of the mental age score obtained on the Slosson Intelligence Test.

c. Product Objective Three

For those Parent-Child Early Education pupils identified through further diagnostic procedures as having learning problems due to emotional disturbance etc., teachers will carry out prescriptions (individualized materials and/or teaching techniques) made by the Consultant Specialists for the Handicapped. Through systematic observations, the specialists will determine whether or not each teacher is following the prescriptions.

This objective was previously discussed under THE CHILD, Process Objective Three, and the related Appendices.

d. Product Objective Four

Parent-Child Early Education teachers will establish positive relationships with parents in Saturday School and Home Teaching. Teachers will do this by showing that they respect parents' competencies in teaching children. This will be systematically monitored by the Project Director, and periodically by elementary principals and parents.

Evaluation by Project Director

Data were collected on teachers' modes of interacting with parents during Saturday School classes at the beginning and end of the program year and during one or more home visits with each teacher mid year. (See Appendix F-1.) The scales relating to this objective are given below, together with the results:

1) Respect for parent competencies: evident versus not evident - Of the 25 teachers rated during Saturday School by the Project Director on this trait, seven (28%) were found to be deficient at the beginning of the year but only two (8%) were judged to be deficient in their evidence of respect for parent competencies at the end of the program year. The ratings made during the spring home visit showed that only two teachers (8%) were judged to be deficient in this trait in that setting.

2) Relationship with parents: positive versus negative - Eight (32%) of the 25 teachers rated on this five-point scale in Saturday School observations at the beginning of the program year were judged to deficient. At the end of the year, however, only two teachers (8%) were found deficient in their relationships with parents. The ratings made during the spring home visit showed that only one teacher was rated as being deficient in this trait in that setting.

Evaluation by Principals

The districts' seventeen elementary principals were asked to assist in evaluating this objective using the teacher rating form, or any parts of it that were appropriate to their use. All of the principals responded, thirteen by way of comments, and four by using portions of the rating scale combined with comments. Two principals indicated they did not feel they had adequate basis for evaluation, the remaining fifteen based their comments on parent feedback in addition to or in lieu of their own observations. Principals' comments about the teachers and their relationship with parents were general in nature, but very positive.

Although principals had been invited and encouraged to observe Saturday School and to make home visits with their teachers, it is thought that other administrative responsibilities deterred the majority of them from extensive participation in Saturday School. Recommendations will be sought from both teachers and principals on better means of assessment of this objective next year.

Evaluation by Parents

A new rating scale was devised to assess parent evaluation of this objective along with other aspects of the program, as it affected their child. Thus, the rating form was to serve two purposes, to elicit information from parents that could be used to improve the program, and to obtain indirect feedbacks on teacher competence and relationship with parents. The instrument was given to all parents at the end of the project year, with parents of 400 children responding to the items (See Appendix F-2.)

The majority of parents thought that their child's relationship with his teachers were positive or very positive (95%); that their child made more than average progress in the program (87%); that more than average effort was made to meet their child's needs(93%); and that they would positively recommend the program to other parents of four year olds (97%). Eighty-four per cent of the parents thought that the program had helped them in working with their children to a good or great extent, and seventy-six per cent found the weekly Home Activity Guides to be quite or very useful.

Since it is somewhat questionable whether the items of the instrument directly assess the objective,viz, to what extent do teachers respect the competencies of parents, the instrument will be revised, with the aid of the PCEE teachers, before use in the second project year. There is no doubt, however, that the vast majority of parents responding to the pilot instrument view the program very positively.

e. Product Objective Five

Weekly Home Activity Packets that complement the instruction given in Saturday School (as described in the staff activities component) will be developed by the Project Director, Parent-Child Early Education teachers, Specialists for the Handicapped, and the Project Disseminator. The content validity of these materials will be judged by an early childhood specialist as well as by teachers' reports based on the appropriateness and usability of these materials with PCEE pupils.

Home Activity Guides, prepared by the staff, were given to the parents weekly suggesting games and activities for use at home relating to the skills being taught at school. Teachers assisted parents in selecting from the broad range of activities in each guide those that were most appropriate to their child's level of readiness. A sample Home Activity Guide is attached as Appendix S.

The 25 teachers were asked, midyear, to evaluate the appropriateness and usability of the activities in the Home Activity Guides. Their responses were as follows:

1) How appropriate are the activities in the Home Activity Guide?

22 (88%) - Activities are appropriate, relate to the school program

2 (8%) - Appropriate, but fewer activities should be suggested

1 (4%) - Good, but don't correspond well to program activities

2) How useful are they to parents?

15 (60%) - Very useful, parents appreciate the variety of activities

7 (28%) - Useful to parents who take time

2 (8%) - Very useful, some parents feel there are too many activities to choose from

1 (4%) - Have no way of knowing how they are used

As previously discussed under THE STAFF, Product Objective Four, seventy-six percent of the parents who participated in the end of the year program evaluation rated the Home Activity Guides as quite or very useful.

The content validity of the guides, as well as their usability by parents, were judged by Dr. Warren Solomon, Curriculum Developer with the National Program on Early Childhood Education, CEMREL, in July, 1972. In summary, Dr. Solomon evaluated the activity guides as well designed to increase children's repertoire of competencies, as attending to children's emotional as well as cognitive development, and as sequencing activities from simple to complex tasks to insure the child's success. Dr. Solomon further stated that as a parent he would look forward to receiving the suggested activities since directions are clear and simple and call primarily for the use of materials that families have at home. (See Appendix T for Dr. Solomon's complete report.)

The appropriateness and usability of the activity guides to teachers and administrators of kindergarten and other preschool programs has been evidenced by the many requests received for copies. Therefore, this year's guides will be available in booklet form during the second year at nominal cost.

f. Product Objective Six

> A Parent-Child Early Education Curriculum Guide will be developed by the Project Director and PCEE teachers. The guide which will include performance objectives and a sequence of activities to meet each objective will be integrated into the district Early Childhood Curriculum Guide Series already developed for kindergarten and beginning primary levels. Monthly planning charts will also be developed listing the major concepts to be introduced in Saturday School along with a record of each child's progress toward mastery. The Guide will be reviewed for its content validity by an early childhood education specialist and for its appropriateness and feasibility by the PCEE teachers and Project Director.

In the first year of the project initial steps were taken in developing a curriculum guide, using as a reference inventories of basic skills and behaviors, including the skill outline developed in the DARCEE Project, Valett's Psychoeducational Inventory of Basic Learning Abilities, the district Early Childhood Curriculum Guide Series, and the district Gross Motor Guide. The Sequence Charts of Skill Development were designed as basic outlines around which teachers planned their monthly programs. (See Appendix U.) Learning activities developed from the Sequence Charts focused on the development of: language skills, math and science concepts, perceptual skills, physical skills, the creative arts, and personal and social growth.

The teaching staff evaluated the usefulness and appropriateness of the Sequence Charts of Skill Development and of the skills themselves in January, 1972.

Twenty-Four (96%) of the teachers found the skill outlines as very useful in planning their program; 21 (84%) found the skills appropriate to most of their children. At this time the staff selected from the Sequence Charts of Skill Development the most critical skills that were to be evaluated for each child and summarized into an end of the year evaluation report for kindergarten teachers. (See Appendix V.) The remaining skills and behaviors continued to serve as a guide for program planning.

Tabulations have been made on each behavior and skill item on the Sequence Charts of Skill Development as to the number of children who mastered each skill and the time sequence of mastery. See Appendix W for the N's and percentages of pupils attaining each of the skills at different points in time during the first project year.

The Project Director is currently revising the skill outlines, as needed, and matching appropriate learning experiences, contributed by the staff, to each skill. This first draft of a curriculum guide will be used and further revised during the second project year. Review for content validity by an early childhood education specialist will be made during the spring or summer of the second year.

g. Process Objective One

Each Parent-Child Early Education teacher will attend at least two inservice sessions per month to learn how to:

A. Utilize appropriate motivational techniques for environmentally disadvantaged and handicapped pupils.

B. Accurately identify and work with pupils who have learning problems due to emotional disturbance, learning disabilities, physical handicaps, low intellectual functioning, and mental retardation.

Beginning September 1, 1971 a four-week (20 hours per week) preservice training for teachers included: test administration, scoring, and interpretation; use of project instruments and rating forms; curriculum outline and sequence charts of skill development; content and use of instructional materials; development of learning activities for teacher and parent use; video tapes of Saturday School and home teaching; and working as partners with parents. Staff Specialists and the Project Director assumed major responsibility for providing teacher preservice and inservice training.

With the implementation of Saturday School and Home Teaching, October 9, 1971, staff inservice was given in weekly sessions held on Wednesdays and Thursdays. Each Saturday School teaching team attended a two-hour session per week on one of these two days. Major inservice activities and the approximate percent of time allotted to each are summarized as follows:

1) Identifying needs of children; discussing appropriate motivational and teaching techniques to meet these needs - 29% of time.

2) Curriculum development including Sequence Charts of Skill Development and corresponding learning activities - 29% of time.

3) Planning and evaluating Home Activity Guides - 9% of time.

4) Team planning for Saturday School and Home teaching - 33% of time.

Teacher attendance records for the year showed only one absence during the four weeks preservice in September. Attendance of the 25 teachers at weekly inservice sessions, October, 1971 through June 3, 1972 is summarized as follows:

1) Fourteen teachers (56%) had perfect attendance.

2) Six teachers (24%) had one absence.

3) Four teachers (16%) had two absences

4) One teacher (4%) had four absences occurring in three different months.

In cases of staff replacement attendance figures represent a combined total. In addition, 24 of the teachers participated in the Kindergarten Inservice Workshop, June 12-16 for one or more days. As can be seen from the summary, all teachers far exceeded attendance expectations.

h. Process Objective Two

Each kindergarten teacher will attend at least four inservice sessions during the first year of the Project operation to learn how to:

A. Utilize appropriate motivational techniques for environmentally disadvantaged or handicapped pupils.

B. Accurately identify and work with pupils who have learning problems due to emotional disturbance, learning disabilities, physical handicaps, low intellectual functioning, and mental retardation.

Five inservice sessions were provided for kindergarten teachers by the project from October 1971 to March 1972 as follows:

1) October 20 - "Interpretation and Effective Use of the Screening Test of Academic Readiness," Dr. Alice Klein, Project Evaluator.

2) November 3 - "Diagnosing Learning Disabilities," Dr. Mary Dasovich, Consultant Specialist.

3) February 16, March 1, March 15 - Short Course - "Working With the Learning Disabled Child," Dr. Mary Dasovich; "Working With the Slow Learner," Dr. Allan Yater, Consultant Psychologist; "Working With the Emotionally Disturbed Child," Dr. Sidney Kasper, Consultant Psychologist.

Of the 32 kindergarten teachers 12 (37½%) attended five of these inservice sessions, four (12½%) attended four sessions, and 16 (50%) attended two.

In order to provide for continuous progress into kindergarten of each child who began his school experience with us at age four, a five day inservice course on "Extending the Parent-Child Early Education Program into Kindergarten" was conducted by project staff June 12-16. Participants included 27 district kindergarten teachers (including the 16 who had previously attended only two inservice sessions), one nonpublic kindergarten teacher, 17 elementary principals, four elementary consultants, and the coordinator of elementary guidance. The school district paid the expense of participation for district personnel, thus indicating its endorsement of the importance of this inservice.

Leadership for the inservice course was provided by the Project Director, Consultant Specialists, and the PCEE teaching staff. Parents from all seventeen elementary schools were also involved as resource people, several of them being members of the Community Council. The primary focus of the inservice was on identification and effective remediation of learning problems at ages four and five. Personal files on each child containing pre and posttest data, parent evaluation, teacher evaluation, and program description and recommendations were available to the participants. PCEE teachers discussed each child individually with the kindergarten teacher who would receive him in September. Written reports by the participants evaluated the inservice as highly valuable and appropriate to this objective.

In summary, all kindergarten teachers fulfilled the terms of this objective by the end of the project year.

i. Process Objective Three

> Each Parent-Child Early Education teacher will demonstrate appropriate teaching techniques (e.g., reinforcement methods) to parents during Saturday School. The Project Director will determine whether teachers are carrying on this activity through observations of teacher-parent interactions during the Saturday School classes.

Data were collected on items relating to this objective by the Project Director during Saturday School classes at the beginning and end of the program year and during one or more home visits with each teacher mid year. (See Appendix F-1) The rating scales relating to this objective, together with the proportions of teachers identified as deficient (rated as "three" or less) are listed below:

1) Demonstrated appropriate teaching techniques to parents: effectively...ineffectively - of the 25 teachers rated by the Project Director during Saturday School at the beginning of the program year, 12 (48%) were judged to be deficient in effectively demonstrating appropriate teaching techniques to parents. The tabulation of teacher ratings made during Saturday School at the end of the year showed that only three teachers (12%) were rated as "three" or less on this trait. Thus, at the end of the first program year nine more teachers were rated as effectively demonstrating appropriate teaching techniques to parents than had been the case at the beginning of the year. The summary of ratings made during the spring home visit showed that only two teachers were judged to be deficient on this trait in that setting.

2) Demonstrated positive motivation and reinforcement techniques: effectively...ineffectively - Of the 25

teachers rated during Saturday School by the Project Director on this trait, nine (36%) were found to be deficient at the beginning of the program year but only one teacher (4%) was judged to be deficient on this trait at the end of the year, a decrease of eight (32%). The ratings made during the spring home visits showed that only one teacher (4%) was judged to be deficient in effectively demonstrating positive motivation and reinforcement techniques to parents.

While it is true that not every teacher met the criteria, the vast majority did so. The fact that 88% of the teachers effectively demonstrated appropriate teaching techniques to parents and that 96% of the teachers effectively demonstrated positive motivation and reinforcement techniques would indicate good progress toward complete achievement of the objective. It is hoped that the goal of 100% attainment will be more closely approximated in the succeeding years of the project.

j. Process Objective Four

> Each Parent-Child Early Education and kindergarten teacher will teach each other's classes at least once during the first year of the program so as to demonstrate the need for, and the ways in which to, coordinate the PCEE and kindergarten programs.

Nineteen of the 32 kindergarten teachers had observed Saturday School as of March, and all 25 PCEE teachers had periodically observed in the kindergarten as of that date. Following the April 19 joint inservice session of kindergarten and PCEE teachers to plan for kindergarten orientation in each school, 31 (97%) kindergarten teachers participated as teachers in one or more Saturday School session prior to their kindergarten orientation for four year olds. In turn, all 25 PCEE teachers participated in some teaching activity in kindergarten with four and five year olds during April and May.

It is planned that beginning in the fall of the second project year PCEE teachers and kindergarten teachers will trade teaching responsibilities periodically by taking each others' classes for a full session to fully carry out this objective.

k. Process Objective Five

> Parent-Child Early Education Teachers will work collaboratively with the Project Director in monthly meetings to develop-weekly Home Activity Packets that complement the instruction given in Saturday School.

The Home Activity Guides for parents were prepared weekly by the Project Director and the Project Disseminator. The content was directly related to the instructional program in Saturday School and in home teaching. Suggested activities for the guides were submitted by each teaching team on a rotating basis.

As stated under Process Objective One teachers attended a two-hour inservice session weekly with the Project Director and staff specialists. Approximately 29% of inservice time on a monthly basis was spent on Home Activity Guides.

l. Process Objective Six

> Parent-Child Early Education teachers will work collaboratively with the Project Director in monthly meetings to develop monthly planning charts and a curriculum guide.

This objective has been previously discussed under THE STAFF: Product Objective Six and Process Objective One.

4. THE HANDICAPPED

a. Product Objective One, The Child

> Each child identified as learning disabled and who scored below average on social growth and independence as measured by the Inventory for Pre-School and Kindergarten Children at the beginning of the Parent-Child Early Education Program will increase his score by a minimum of two points by the time of exit from the Program.

The Yater-Barclay Inventory was administered to 18 of the 38 children tentatively identified as learning disabled by the preliminary screening battery. National norms are not available for this test, therefore identification of those children who were below average in social growth and independence was dependent upon the comparison of each score obtained with the mean and standard deviation of the distribution of scores by the pupils in this sample. Ordinarily, according to one of the scale's authors, pupils who score greater than two standard deviations below the mean are classified as "high risk;" those scoring between one and two standard deviations below the mean are classified as "vulnerable."

The mean total score obtained on the Inventory in the fall of 1971 was 18.44 with a standard deviation of 2.73. Using the classification scheme stated above, no pupil (0%) was classified as "high risk" and two pupils (11%) were classified as "vulnerable." Because of the small sample size and homogeneity of the sample, it was doubtful whether the measurement of attainment of this objective would be valid. Regression alone could easily account for a two point change. In addition, the Specialist for the Learning Disabled expressed her dissatisfaction with this instrument because of its lack of ceiling for this sample. For these reasons, plus a desire not to waste time in posttesting, no posttest was given in the spring. Another test such as the Myklebust Pupil Maturity Scale, will be considered for use in place of the Yater-Barclay scale in the Learning Disabilities Battery during the next project year.

b. Product Objective Two, The Child

> Each child identified as learning disabled will show a minimum of four months gain for each three months in the program, in perceptual, physical motor, and language development as measured by such tests as Development Test of Visual-Motor Integration and Oseretsky Motor Proficiency Test, ITPA, and PPVT.

Of the 38 pupils suspected of being learning disabled on the basis of the initial screening, 29 were further tested using a diagnostic battery which included the Beery Visual Motor Integration Test, the Peabody Picture Vocabulary Test, the Goodenough-Harris Drawing Test, the Oseretsky Motor Proficiency Test, and the Sievers Differential Language Facility Test. Of these 29 children, 22 were diagnosed as being truly learning disabled by the Consultant Specialist for Learning Disabilities. Eighteen of these pupils received the diagnostic battery in the fall and again at the end of the program year. Of the four pupils not included in the posttesting two were phased out of the learning disabilities program early because of dramatic progress, one was phased out because of a severe emotional problem, and one was a late entry so as to make posttesting invalid with so short an interval between testings. A summary of the results of these tests is given in Table 7. (For frequency distributions of the results of each test, see Appendix G.)

Table 7

Results of Further Screening and Final Testing of Pupils Identified to be Learning Disabled*

Name of Test		Number of Pupils Given Test	Mean	Standard Deviation	t	p	Range of Scores
Beery	Pre	18	50.33	8.85	5.78	<.01	33-66
	Post	18	61.77	12.67			36-86
Peabody	Pre	18	58.11	13.73	4.38	<.01	38-94
	Post	18	76.72	15.27			39-101
Goodenough	Pre	17	75.47	9.87	3.64	<.01	58-92
	Post	17	93.82	16.24			70-137
Oseretsky	Pre	13	59.54	7.83	7.59	<.01	47-75
	Post	13	79.77	7.11			68-91
Sievers	Pre	18	46.39	6.97	12.26	<.01	35-56
	Post	18	74.72	9.22			41-79

*Results of tests are given in months. The one exception is the Goodenough-Harris which yields a standard score with a mean of 100 and a standard deviation of 15.

As can be seen from the diagnostic battery results given in Table 7, the pupils identified as learning disabled scored, on the average, at approximately normal levels for their age on the Peabody and Oseretsky Tests. They scored considerably below the average on the Goodenough-Harris and Sievers Tests and somewhat below average on the Beery Test. The results obtained in the follow-up battery show that there were statistically significant changes in all tests. Pupils, on the average, achieved scores considerably above the average on the Peabody, Oseretsky, and Sievers Tests. They scored at approximately average levels for their age on the Beery Test and somewhat below average on the Goodenough-Harris Test.

It was expected that each child identified as learning disabled would gain 8 months in test scores for the six months between testings. These results are as follows:

1) Beery Test - Of the 18 pupils, 10 gained more than eight months of perceptual age, one gained eight months, and seven gained fewer than the eight months expected for them.

2) Peabody Test - Of the 18 pupils, 13 gained more than eight months of mental age, one gained eight months, and four gained fewer than the eight months expected.

3) Oseretsky Test - Of the 13 pupils taking the test twice, 12 gained more than the eight months expected and one gained exactly eight months.

4) Sievers Test - Of the 18 pupils, all but one gained considerably more than the eight months of language age expected for them.

5) Goodenough-Harris - Because the norms of this test are expressed in standard scores with a mean of 100 and a standard deviation of 15 points, rather than in age units, a reasonable expectation of gain for these pupils was agreed upon to be one-third of a standard deviation, or five points. Of the 13 pupils taking the test twice, all gained considerably more than the five points expected for them.

In general, the pupils apparently benefited from the special programs devised for them, especially in the areas of language development (measured by the Sievers Test) and motor development (measured by the Oseretsky Test.) Of these 18 children, no recommendations were made for further programming for 12 who were found to be functioning at a level commensurate with their chronological age level in all areas. Further programming in one or two areas was prescribed for four students.

c. Product Objective Three, The Child

> Each PCEE child identified as emotionally disturbed, who was rated by his parent as showing above average symptomology on the items of the Glidewell Scale incorporated into the Behavior Checklist, "My Preschool Child", at the time of entry into the PCEE Program, will show, by the time of entry into kindergarten, a decrease of a minimum of one step on at least twenty-five per cent of the three-point scales in which the symptoms were rated as occurring "often".

Tabulations were made of parents' ratings of their child's symptomology. Comparisons were then made between two groups of children: one group identified as having emotional problems and another group identified as having no handicaps of any kind. The items, together with N's and percentages for each group are given in Appendix D. The means, standard deviations, F test results, are presented in Table 8.

With the exception of one of the eighteen items comprising the scale, pupils identified as emotionally disturbed were rated by their parents as having greater degree of symptomology than were the pupils identified as having no handicaps. This finding may be observed from the analyses of variance results as well as an examination of the differences in the proportions of pupils rated as showing each symptom "once in a while" or "often".

Most of these items are included in the behavior checklist "Introducing My Kindergarten Children." Comparisons will be made between ratings received upon entering into the PCEE Program and those received upon entry into kindergarten by both emotionally handicapped children and children not so identified in the fall of 1972.

Table 8

Summary of Parent Ratings on the Glidewell Items of the Behavior Checklist, "MY PRESCHOOL CHILD"

		Proportion rated above average symptomology N	%	Mean	Standard Deviation	F	P
1. Eating (too much or too little)	ED*	188	66	.86	.73	21.88	<.005
	NH	220	54	.60	.62		
2. Sleeping (too much or too little)	ED	112	39	.45	.60	43.00	<.005
	NH	72	18	.19	.43		
3. Stomach irregularities	ED	75	26	.29	.50	17.06	<.005
	NH	61	15	.15	.36		
4. Getting along with children	ED	227	79	1.07	.69	57.20	<.005
	NH	242	59	.67	.64		
5. Getting along with adults	ED	195	68	.98	.78	93.94	<.005
	NH	137	33	.43	.67		
[illegible]. Unusual fears	ED	154	54	.61	.62	55.31	<.005
	NH	123	30	.30	.46		
7. Nervousness	ED	125	44	.48	.59	36.67	<.005
	NH	97	24	.24	.45		
8. Thumbsucking	ED	84	29	.49	.80	16.71	<.005
	NH	72	18	.26	.61		
9. Overactivity	ED	146	51	.65	.91	27.07	<.005
	NH	141	34	.39	.58		
10. Sex	ED	42	15	.16	.39	2.40	N.S.
	NH	18	4	.04	.20		
11. Daydreaming	ED	127	44	.47	.55	21.85	<.005
	NH	114	28	.28	.47		
12. Temper Tantrums	ED	215	75	.85	.57	75.55	<.005
	NH	195	48	.48	.51		
13. Crying	ED	238	83	.95	.54	45.14	<.005
	NH	266	65	.67	.53		
1[illegible]. Lying	ED	168	59	.61	.54	21.18	<.005
	NH	170	41	.42	.52		

(continued)

Table 8 (continued)

		Proportion rated above average symptomology N	%	Mean	Standard Deviation	F	P
15. Stealing	*ED	23	8	.08	.29	10.80	<.005
	NH	11	3	.03	.16		
16. Tearing or breaking things	ED	170	59	.62	.53	61.00	<.005
	NH	127	31	.31	.49		
17. Wetting	ED	107	37	.50	.72	42.97	<.005
	NH	87	21	.21	.45		
18. Speech	ED	115	40	.50	.68	13.89	<.005
	NH	115	28	.32	.56		

* ED=Children with emotional problems
NH=Children with no handicaps

d. Product Objective Four, The Child

> Each PCEE pupil identified as emotionally disturbed, who was found to be deficient on teacher ratings of the items of the Nursery School Adjustment Scale at the beginning of the PCEE Program, will show an increase of a minimum of one step on each five-point scale, at the end of his first year in the program.

The 289 pupils suspected of having emotional problems on the basis of an analysis of parent ratings on the Glidewell items of "My Preschool Child" were rated by their teachers on the items of the "Nursery School Adjustment Scale" to provide an additional method of detection. Of these 289 pupils, 241 remained in the program until the end and were again rated by their teachers at the end of the program year. The N's and percentages obtained at the beginning and end of the program year by this group, as well as by the total sample, a sub-sample of pupils identified as having no handicaps of any kind, and a sub-sample of all handicapped pupils is presented in Appendix H. A summary of the comparisons made between the initial and final ratings received by the pupils identified as having emotional problems is given in Table 9.

Table 9
A Summary of Initial and Final Teacher Ratings on Items of the "Nursery School Adjustment Scale" for Pupils Identified as Having Emotional Problems (N=241)

			Standard			Deficient	
		Mean	Deviation	t	p	N	%
1. Relationships with peers in Nursery School	Initial	3.06	1.06	7.91	<.01	68	28
	Final	3.63	1.13			36	15
2. Relationships with Nursery School teachers	Initial	3.24	1.09	6.99	<.01	53	22
	Final	3.71	1.00			30	12
3. Creative use of individual activities	Initial	3.38	1.00	10.51	<.01	39	16
	Final	4.09	.90			9	4
4. Signs of Behavioral Immaturity	Initial	3.41	1.11	7.15	<.01	46	19
	Final	3.90	.93			16	7
5. Signs of Behavioral Eccentricity	Initial	3.56	1.10	3.65	<.01	37	15
	Final	3.80	1.02			28	12
6. Deviance in family structure	Initial	4.23	.95	-.46	n.s.	11	5
	Final	4.20	1.05			19	8
7. Pathological family relationships	Initial	4.21	1.00	.00	n.s.	18	7
	Final	4.21	.98			16	7
Total adjustment ratings	Initial	25.00	5.64	7.98	<.01	29	12
	Final	27.53	5.04			7	3

As can be seen in Table 9, pupils were rated at the end of the year as improving their relationships with both their peers and their teachers; being more creative in their use of individual activities; showing fewer signs of behavioral immaturity and eccentricity; and, showing better overall adjustment as compared to their ratings at the beginning of the program year. These findings may be inferred from both the statistically significant paired observation *t* test results and the differences in the proportions of pupils found to be deficient in the items at the beginning and end of the program year.

An analysis of individual changes for those pupils found to be deficient initially showed that:

1) *Relationships with peers* - Of the 68 pupils rated as deficient (rated as "two" or less on this five-point scale) at the beginning of the program year, 26 (38%) gained one step, 18 (26%) gained two steps, and 7 (10%) gained three or more steps in the end of the year ratings. Altogether, 51 (75%) of those pupils rated as initially deficient in their relationships with peers increased one or more steps in their final ratings.

2) *Relationships with Nursery School Teachers* - Of the 53 pupils initially judged to be deficient in their relationships with their teachers, 17 (32%) gained one step, 18 (34%) gained two steps, and 7 (13%) gained three or more steps in their final ratings. Altogether, 42 (79%) of those pupils rated by their teachers as being deficient in this trait at the beginning of the program year gained one or more steps in their end of the year ratings.

3) *Creative Use of Individual Activities* - Of the 39 pupils rated as "two" or less on this trait at the beginning of the program year, 15 (38%) gained one step, 13 (33%) gained two steps, and 9 (23%) gained three or more steps in their ratings at the end of the program year. In sum, 37 (95%) of the pupils initially judged to be deficient in their creative use of individual activities gained one or more steps in their final ratings.

4) *Signs of Behavioral Immaturity* - Of the 42 pupils initially judged to be deficient on this trait, 15 (33%) gained one step, 23 (50%) gained two steps, and 4 (9%) gained three or more steps. Altogether, 42 (91%) of the pupils judged to show many signs of behavioral immaturity at the beginning of the program year improved in their ratings by at least one step at the end of the year.

5) *Signs of Behavioral Eccentricity* - Of the 37 pupils initially rated as deficient on this trait, 16 (43%) gained one step, 10 (27%) gained two steps, and 3 (8%) gained three or more steps in their final ratings. In sum, 29 (78%) of those pupils judged to show many signs

of behavioral eccentricity at the beginning of the program year improved in their ratings by at least one step in their end of the year ratings.

6) Deviance in Family Structure - Of the 11 pupils initially rated as "two" or less on this trait, four (36%) gained one step and three (27%) gained two steps in their final ratings. In sum, seven (64%) of those pupils judged to be deficient on this scale at the beginning of the program year gained one or more steps at the end of the year.

7) Pathological Family Relationships - Of the 18 pupils initially rated as "two" or less on this trait, seven (39%) gained one step, six (33%) gained two steps, and one (6%) gained three or more steps in their final ratings. In sum, 14 (78%) of the pupils judged to be initially deficient on this trait gained one or more steps in final ratings.

Additional analyses were done on the teacher ratings of the "Nursery School Adjustment Scale" comparing pupils who were identified as having emotional problems to pupils identified as not having emotional problems. A summary of these comparisons is presented in Table 10.

As can be seen in the table, pupils identified as not having emotional problems were rated higher on all scales, both at the beginning and end of the program year, than were pupils identified as having emotional problems. A close inspection of differences between the means of the two groups shows that the gap between the means was smaller on the final ratings than on the initial ratings on every single item as well as on the total adjustment ratings.

In summary, the large majority of children with emotional problems showed considerable improvement on their teacher ratings. However, their improvement was not quite great enough to entirely close the gaps between their final ratings and those of pupils who were identified as not having emotional problems.

Table 10
A Comparison of Teachers' Ratings on the "Nursery School Adjustment Scale" Between Pupils Identified as Having Emotional Problems and Pupils Identified as Not Having Emotional Problems

			N	Mean	Standard Deviation	F	p
1. Relationships with peers in Nursery School	Initial	ED	242	3.06	1.06	90.31	$<.005$
		Not ED	549	3.76	.90		
	Final	ED	242	3.63	1.13	41.43	$<.005$
		Not ED	515	4.14	.96		
2. Relationships with Nursery School teachers	Initial	ED	242	3.24	1.09	76.00	$<.005$
		Not ED	549	3.87	.87		
	Final	ED	242	3.71	1.00	33.50	$<.005$
		Not ED	515	4.14	.92		
3. Creative use of individual activities	Initial	ED	242	3.38	1.00	47.71	$<.005$
		Not ED	549	3.86	.84		
	Final	ED	242	4.09	.90	13.79	$<.005$
		Not ED	515	4.33	.79		
4. Signs of behavioral immaturity	Initial	ED	242	3.41	1.11	61.33	$<.005$
		Not ED	549	4.00	.92		
	Final	ED	242	3.90	.93	18.64	$<.005$
		Not ED	515	4.20	.84		
5. Signs of behavioral eccentricity	Initial	ED	242	3.56	1.10	65.08	$<.005$
		Not ED	549	4.14	.84		
	Final	ED	242	3.80	1.02	24.48	$<.005$
		Not ED	515	4.16	.89		
6. Deviance in family structure	Initial	ED	242	4.23	.95	8.25	$<.005$
		Not ED	549	4.43	.89		
	Final	ED	242	4.20	1.05	15.75	$<.005$
		Not ED	515	4.48	.80		
7. Pathological family relationships	Initial	ED	242	4.21	1.00	36.55	$<.005$
		Not ED	549	4.60	.76		
	Final	ED	242	4.21	.98	19.43	$<.005$
		Not ED	515	4.52	.86		
Total Adjustment Ratings	Initial	ED	242	25.00	5.64	97.37	$<.005$
		Not ED	549	28.62	4.32		
	Final	ED	242	27.53	5.04	44.10	$<.005$
		Not ED	515	29.95	4.51		

e. Process Objective One, The Child

> Psychological examiners will conduct intensive psychological diagnostic evaluations of pupils who, on the basis of the screening assessments, are referred for testing because of their apparent functioning within intellectual ability ranges of mental retardation.

Of the 33 pupils referred for psychological evaluation because of apparent low intellectual functioning or mental retardation on the basis of scores on the Slosson Intelligence Test, 28 were further tested using the Stanford-Binet Intelligence Test and the Vineland Social Maturity Scale. Of the 33 children referred, five were untestable, two because of blindness and three because of emotional problems. Eleven of the 28 pupils tested were diagnosed as falling within the levels of borderline retardation or mild retardation, as defined by the American Association for Mental Deficiency.

Eight of these eleven pupils were retested by the Psychological Examiner at the end of the program year. The frequency distributions on these tests are given in Appendix I. The results of the initial and final testing of these eight pupils was as follows:

1) Stanford-Binet Intelligence Test - The mean mental age for this group was 41.625 months on the first administration while the standard deviation was 4.68 mental age units. The scores ranged from 32 to 46 months. The mean on the second administration of the test was 53.75 months and the standard deviation was 3.87 months. The comparison made between the two means for these eight pupils yielded a paired comparisons t of 2.94 ($p < .05$).

2) Vineland Social Maturity Scale - The mean social age received on the first administration of this test was 51.00 months and the standard deviation was 8.48 months. The mean on the second administration of the test was 60.29 months and the standard deviation was 8.38 months. The paired observations t test comparing the two means was 2.76 ($p < .05$).

Of the eleven children who were initially diagnosed as borderline or mild retardates three were not retested by this sub-component for the following reasons: one, a kindergarten child, who also participated in this program, was retested on the Stanford-Binet by Special School District of St. Louis County and found within the upper range of borderline retardation and too high for acceptance into their program; one child's mother refused retesting, but the Slosson posttest score fell within the normal range of intellectual functioning; the third child's classroom performance and Slosson posttest score were such that further testing was not warranted.

The two blind children in the program on whom complete testing had not been obtained were administered the Interim Hayes-Binet for the Blind at Missouri School for the Blind and found to be functioning within the normal range of intelligence. The other three who were originally untestable obtained scores within the normal range on the Slosson posttest.

In summary, of the 33 pupils referred for psychological evaluation only three fell within the levels of borderline retardation on the posttesting. All three, however, scored above the criterion of an I.Q. of 78 or below for acceptance by Special School District of St. Louis County. Therefore, it can be expected that all PCEE pupils will enroll in regular kindergarten programs, except for the two blind children and one partially sighted child who have been accepted by Missouri School for the Blind.

The Consultant Specialist for Mental Retardation, in reviewing these findings, stated that this would indicate that the initial test performances of these children, which were indicative of low intellectual capacity, were reflecting primarily limitations in performances rather than capacity. The results of the first test administration thus reflected the limited effects of early disabilities and/or lack of opportunities and learning experiences. Having participated in a program which focused on individual needs, these children revealed that they were able to learn and that they were able to communicate their learnings through performances on their follow-up tests.

f. Product Objective One, The Parent

Each parent of a child identified as emotionally disturbed receiving home visits, who was rated by the teacher as being deficient in interaction with the child on the items listed below during the first Home Teaching session, will increase by a minimum of one step on each five-point rating scale as assessed by the teacher during the last home visit of the Program.

1. Awareness of child's needs
2. Quality of motivation
3. Quality of reinforcement

The parents of 225 of the 242 pupils identified as evidencing emotional problems (who stayed in the program until the end of the year) were rated by their son or daughter's teacher on the scales listed previously both at the beginning and end of the program year. The three items on which they were rated together with the N's and percentages on each scale point for this group as well as the total sample, a subsample including all children identified as having handicaps, and a subsample including children without handicaps are given in Appendix B. A summary of the initial and final ratings on the three scales for parents of pupils having emotional problems is given in Table 11.

Table 11

A Summary of Initial and Final Teacher Ratings of Parents' Interactions With Those Children Who Have Been Identified as Having Emotional Problems (N=225)

Rating Scale		Mean	Standard Deviation	t	p	Deficient* N	Deficient* %
Aware vs. unaware of child's needs	Initial	3.28	1.03	10.07	<.01	50	22
	Final	4.06	.90			7	3
Positive vs. negative motivation	Initial	3.48	1.00	10.11	<.01	30	13
	Final	4.20	.81			5	2
Positive vs. negative reinforcement	Initial	3.44	1.00	10.75	<.01	30	13
	Final	4.21	.80			4	2

*Deficient=rating of "2" or less on each five-point scale.

As can be seen in the table, these parents were rated as being more aware of their children's needs as well as using more positive motivation and reinforcement techniques at the end of the program year than they were at the beginning of the year. These findings may be inferred from both the statistically significant differences in initial and final means and the decreasing proportions of parents found to be deficient in these traits at the end of the program year as contrasted with beginning of the year ratings.

An analysis of individual changes made by those parents of children identified as having emotional problems who were judged to be initially deficient (rated as "two" or less) showed the following:

1) Aware versus unaware of child's needs - Of the 50 parents rated as initially deficient on this scale, 17 (34%) gained one step, 21 (42%) gained two steps, and 11 (22%) gained three or more steps in their final ratings. Altogether 49 (98%) of the parents who were judged to be deficient in their awareness of their children's needs at the beginning of the program year gained one or more steps in their end of the year ratings.

2) Positive versus negative motivation - Of the 30 parents rated as being deficient in their use of positive motivation techniques at the beginning of the program year, 9 (30%) gained one step, 14 (47%) gained two steps, and 6 (20%) gained three or more steps in their year end ratings. In sum, 29 (97%) of the 30 parents initially judged to be deficient in this trait improved by at least one step in their final ratings.

3) Positive versus negative reinforcement - Of the 30 parents judged to be deficient in this trait at the beginning of the program year, 7 (23%) gained one step, 13 (43%) gained two steps, and 9 (30%) gained three or more steps in their end of the year ratings. Altogether, 29 (97%) of the parents rated as initially deficient in their use of positive reinforcement techniques with their children gained at least one step in their final ratings.

Additional analyses were done comparing the initial and final ratings on these three scales of parents of children identified as being emotionally handicapped to parents of children identified as not emotionally handicapped. A summary of these analyses is given in Table 12.

As can be seen in this table, there were statistically significant differences on all beginning of the year ratings favoring the parents of pupils identified as not emotionally handicapped. In the analyses made on the end of the year ratings only two of the three comparisons were statistically significant, again favoring parents of non-emotionally handicapped pupils. A careful inspection of the differences between means shows that there was a very slight narrowing of the gap between final means as compared to initial means

Table 12

A Comparison of Parents' Initial and Final Attitudes Toward Their Children Between Parents of Pupils Identified as Having Emotional Problems and Parents of Pupils Identified as Not Having Emotional Problems

Rating Scale			N	Mean	Standard Deviation	F	p
Aware vs. unaware of child's needs	Initial	ED*	232	3.29	1.04	15.03	<.005
		Not ED	523	3.60	1.03		
	Final	ED	226	4.06	.90	9.92	<.005
		Not ED	488	4.29	.88		
Positive vs. negative motivation	Initial	ED	232	3.48	1.01	6.49	<.025
		Not ED	523	3.68	.95		
	Final	ED	226	4.20	.81	4.61	<.05
		Not ED	488	4.35	.85		
Positive vs. negative reinforcement	Initial	ED	232	3.46	1.00	4.54	<.05
		Not ED	523	3.63	.97		
	Final	ED	226	4.22	.80	3.07	n.s.
		Not ED	488	4.33	.85		

* ED = Children with emotional problems.
Not ED = Children not identified as having emotional problems.

on the first two rating scales. However, it would appear that the improvement by parents of emotionally handicapped pupils in their awareness of needs and in their use of positive motivation techniques was paralleled by improvement in these traits by the other group of parents, therefore rendering the final comparisons similar to the initial ones. In the case of the third scale, positive versus negative reinforcement, the comparison between the groups of parents on their final ratings as against their initial ratings show that parents of emotionally handicapped children had improved in this trait to a much greater extent than had parents of children not emotionally handicapped, thus yielding a non-statistically significant difference in the final ratings as contrasted to the result found in the initial ratings.

In summary, the vast majority (93% to 96%) of parents of pupils identified to have emotional problems were judged by their children's teachers to be aware of their children's needs and to be using appropriate motivation and reinforcement techniques by the end of the program year. These finding compare most favorably to the parents' initial ratings where only 50% to 70% of the parents were rated as not deficient in their interactive techniques with their children.

g. Process Objective One, The Parent

> Parents of pupils identified as learning disabled will have the opportunity to confer about their problems with the Consultant Specialist for the Learning Disabled.

Parents of children being seen by the Learning Disabilities teacher specialists were essentially seen for parent conferences by the teacher specialists. All parents (at least one per family in all but two instances) were involved in a five to ten minute conference on a weekly or bi-monthly basis by the teacher specialist following the home visit (weekly or bi-monthly) teaching sessions. In addition, special conferences were held between the parents of two children and the Project Learning Disabilities Consultant via telephone conversation. In both instances the parents requested information for continued programming for their child when the four year old services were no longer available.

h. Process Objective Two, The Parent

> Parents of pupils identified as functioning within intellectual ability ranges of mental retardation will have the opportunity to confer about their problems with the Consultant Psychologist for the Mentally Retarded and Specialist in Special Education.

All such parent conferences were held with either the Psychological Examiner or the Special Education Consultant. The Psychological Examiner held 17 parent conferences, and 38 parent conferences were held with the Special Education Consultant during the first project year.

i. Process Objective Three, The Parent, Rev. 4/72

> Parents of children identified as emotionally disturbed will have the opportunity to confer about their problems with the Consultant Psychologist for the Emotionally Disturbed and the Child Development Consultants in group or individual counseling sessions.

The total number of parents in contact with our specialists numbered 350. After deleting instances where two parents or parent surrogates were seen in a single family, the total number of families of Saturday School children who were in contact with our program numbered 310. This total represents 38 per cent of the entire Saturday School population.

Of the 310 families touched by our services, 122 of these cases represented situations in which the child had been identified as having significant emotional problems. In other words, in 42% of the cases identified as being within the E.H. group, contact was made with at least one parent. This represents a rather sizable proportion of the target group. Interestingly, the table also indicates that we were in contact with approximately 35% of the families in which no child had been identified as suffering from emotional problems.

The relatively high proportion of participants from the larger group, where children were not identified as significantly impaired by emotional problems, probably attests to the relative success of our early efforts to permit all parents to avail themselves of our services. As described elsewhere, this approach was also undertaken so as to permit parents of children with significant emotional problems to seek us out rather than vice-versa. In time, however, while maintaining bimonthly, one-hour group sessions for all participants, the pressures from parents or teachers who wished to refer parents made individual sessions more commonplace.

The individual sessions, more than the group sessions, denote the rather personal nature of our parent contacts. Of the 350 parents seen overall, 131 of them (37%) were seen in one or more individual sessions. Of these 131 cases, 58 (44%) were parents of children identified as emotionally handicapped. The statistics, generally, attest to the rather considerable time devoted to parents who sought information or help in relation to a wide variety of issues, concerns or problems. Beyond this, those parents who utilized our services often received a great deal of individualized attention, frequently of a sort which embraced the well-being of other family members as well.

As regards parents of E.H. children who never utilized our services, a small percentage actually resisted the efforts of specialists to reach them. Still others were reported to have resisted a referral from a teacher as well, though, generally this latter approach worked well. By and large, the major factor in our lack of contact with this group of parents was the feeling by parents and/or teacher that "all was well." In other words, some of our early screening identified children whose problems were later undetectable, unrelated to school success, or otherwise regarded as unimportant. Allowing for error, these cases suggest that possibly 40% of the E.H. group of children either adapts successfully or otherwise escapes the expressed concern of the mother.

j. Process Objective One, The Staff

> Teacher Specialists in learning disabilities will develop and use appropriate habilitative programs with pupils identified as being learning disabled. The appropriateness of each program will be judged on a dichotomous basis by the Consultant Specialist in learning disabilities. Programs judged inappropriate will be adjusted immediately after the assessment.

Individualized learning programs were designed to meet the needs of those children seen by the Learning Disabilities teacher specialists. Such programming in all instances included material presentation related to two or more of the following areas:

- Proprioceptive development
- Motor coordination development
- Associative language development (including abstract-concrete language skills)
- Receptive language development (auditory and gestural)
- Expressive language development
- Auditory and/or visual memory span development
- Kinesthetic and/or tactual development
- Mathematical language development
- Visual perceptual development (including figure-ground and perceptual constancy)
- Expansion of body conceptualization

It was apparent from home teaching commencement that the utilization of a single published learning or language development program would not suffice in meeting the needs of any child seen by the Learning Disabilities teacher specialists. All children needed a combination of stimulations and therefore, presentations of a varied, yet specific, nature--presentations not available through the utilization of a single marketed learning or perceptual program. In addition, the construction of some material by the teacher specialists was also found necessary, especially in terms of activities for the lengthening of attention span, decreasing of distractibility, etc.

All habilitative programs were designed on an individual basis and altered as progress by the child indicated. Program elements were added or deleted as client needs became apparent. Weekly logs of progress of each child were reviewed (on a weekly basis) by the Learning Disabilities Consultant. Suggestions for programming were forthcoming according to progress noted and/or progress observed on the part of the child. Suggestions included:

1) Therapeutic planning alterations
2) Counseling suggestions
3) Group stimulation approaches
4) Methods for coordination of Saturday School programming and home visit programming
5) Others as appropriate in isolated cases

In addition, a clinical evaluation was made by the Consultant Specialist on 25 items related to this objective. Each teacher was rated bimonthly, using a six point scale, on items including: appropriateness of procedures to achieve goal, ability to develop logical progression in therapy, appropriateness of home assignments, ability to achieve progress in therapy. Teacher ratings showed increasing skill in the development and use of appropriate habilitative programs, with final ratings showing no deficiencies (ratings of 3 or less) by either teacher.

k. Process Objective Two, The Staff

> The staff, together with the Consultant Specialist in learning disabilities will develop an optimal predictive index for early identification of children with learning disabilities. The battery of tests used in the initial screening of all PCEE Program pupils plus the battery of tests used in further diagnosing pupils with learning disabilities will be subjected to a factor analysis to determine the most parsimonious and predictive set of instruments for identification of learning disabled pupils.

Selection of children for in-depth learning disabilities evaluation was carried out by application of the following formula to screening test results:

$$(CA - MA) + \begin{array}{l}\text{Total of the}\\ \text{Glidewell Items}\\ \text{checked "Often"}\end{array} + \begin{array}{l}\tfrac{1}{2}\text{ of the Glidewell}\\ \text{Items checked}\\ \text{"Once in a while"}\end{array} + \left(\frac{MA - LA}{2}\right)$$

Further testing using the Peabody Picture Vocabulary Test, the complete Sievers Differential Language Facility Test, Goodenough-Harris Drawing Test, Oseretsky Motor Proficiency Test, and Beery Test of Visual-Motor Integration showed the formula to be reasonably accurate in identification of children with learning disabilities. It was originally planned to perform a factor analysis using scores on both screening instruments and instruments used in further diagnosis. However, because the number of pupils identified as learning disabled was found to be so small and because one of the major preliminary screening instruments, the measure of language age, will be changed in the second project year, it was decided to attempt the factor analysis during the second year of project operation.

1. Process Objective Three, The Staff

> Each PCEE teacher will keep records of children's displays of emotional disturbance for those children identified as emotionally disturbed which occur during Saturday School. Summaries will be made by the Consultant Psychologist for the Emotionally Disturbed.

In order to assist teachers in accurate observation and recording of children's displays of emotional disturbance, the Consultant Psychologist asked that each teacher record behavior of a sample of her students that included emotionally handicapped children and those with less severe emotional problems. These recordings then became the basis for evaluating the children on the "Nursery School Adjustment Rating" in November. This procedure was repeated in May. It is planned, however, that next year teachers will be asked to keep an ongoing record of displays of emotional disturbance for a defined target group.

It should be noted that this objective was not met during the first project year because of the large number of children identified as emotionally handicapped and the concomitant difficulty of keeping ongoing records on displays of emotional disturbance for every child so identified. Therefore, it is planned that during the second project year teachers will keep ongoing records for a subsample of emotionally handicapped children. The objective, therefore, will be changed to read:

> Each PCEE teacher will keep records of children's displays of emotional disturbance which occur during Saturday School for a subsample of children identified as emotionally handicapped. Summaries will be made by the Consultant Psychologist for the Emotionally Handicapped.

m. Process Objective Four, The Staff

> Each teacher whose class contains children who show evidence of emotional disturbance will consult with the Consultant Specialist for the Emotionally Handicapped at least once a month.

The Consultant Specialist for the Emotionally Handicapped or one of the two child Development Consultants provided under this sub-component for the handicapped were available to consult with teachers at each staff inservice meeting throughout the year. Attendance records kept by this component show that each teacher met with one of these three specialists at least once during each full month of the program. For a complete tabulation of attendance in consultations with teachers refer to Appendix O.

5. MANAGEMENT PROCESS

Inspection of project documentation will verify the completion of those management process objectives scheduled for completion as of the date of this report. With the submission of this end of the year report to the U.S. Office of Education all objectives scheduled for completion by the end of the project year will have been accomplished. Objectives and their proposed completion dates are as follows (asterisks indicate completed objectives):

Performance Objectives	Date to be Completed
1) Develop detailed management checklist to monitor accomplishment of the following objectives	7/71*
2) Interview and select staff by	8/71*
3) Keep a weekly log on the progress of the program to include: written observations of teacher-child-parent interaction in Saturday School and Home Teaching; proceedings of major project activities by	6/72*
4) Rewrite product and process objectives for the Emotionally Disturbed, Mentally Retarded, and other sub-components of the Handicapped so as to make them more specific by	8/71*
5) Write evaluation designs for all Handicapped sub-component objectives by	8/71*
6) Assign Teaching Specialists and Home School teachers to schools by	9/71*
7) Select and purchase test materials for initial screening and individual diagnosis by	8/71*
8) Develop and revise instruments; behavior checklists, rating scales, Home Teaching Report by	9/71*

Performance Objectives	Date to be Completed
9) Develop curriculum design, including outline and sequence of skills by	9/71*
10) Develop curriculum guide, to be integrated into district Early Childhood Curriculum Guide series by	1/73
11) Select and purchase equipment, instructional materials, and supplies by	6/72*
12) Organize and implement procedures for parent contact and child enrollment by	9/71*
13) Arrange and implement procedures for initial screening by	9/71*
14) Arrange for further individual diagnosis as needed by	9/71*
15) Organize and implement instructional program for the handicapped by	11/71*
16) Coordinate handicapped program with outside referral agencies by	6/72*
17) Plan and implement staff inservice program by	6/72*
18) Implement Saturday School Program and Home-Teaching by	6/72*
19) Prepare weekly Home Activity Packets by	6/72*
20) Prepare communication and dissemination materials by	7/72*
21) Arrange for Parent Study Groups and Parent Counseling Sessions by	6/72*
22) Arrange for monthly reports and staffings on handicapped children by	6/72*
23) Arrange for reporting of feedback information by and to project staff, other school staff, and Community Council by	6/72*

Performance Objectives	Date to be Completed
24) Establish baseline data on all instruments specified in the Product and Process Objectives for Children and Parents by	7/72*
25) Inform the project staff of the findings obtained in the pilot study prior to November, 1971 by	11/71*
26) Arrange for the services of a computer firm by	7/71*
27) Coordinate the independent audit procedures with the evaluation so that the auditor can see all data and findings after they are processed and written up by	6/72*
28) Coordinate the evaluation activities of all project components by	6/72*
29) Communicate to the project staff all findings on the process objectives at intermediate points during the project operation year by	6/72*
30) Arrange for storage and retrieval of all information collected on children and parents for the duration of the project. Files will be updated one month after the collection of any additional data	7/72*
31) Prepare and submit reports to the USOE	7/72*

SECTION E - HANDICAPPED PROJECT PARTICIPATION ONLY

1. Number of Children Served, by Handicapping Condition and Grade Level; and Number of Personnel Receiving In-Service Training with Title III Sec. 306 Funds.

Type of Handicap	GRADE LEVEL					IN-SERVICE TRAINING			
	Pre-K	K	1 - 6	7 - 12	Total	Teacher	Teacher Aides	Other	Total
1	2	3	4	5	6	7	8	9	10
a. Trainable Mentally Retarded						The teaching staff of 25 PCEE teachers, 32 district kindergarten teachers, 20 primary teachers, 17 elementary principals, 8 elementary consultants and 8 reading specialists were included in inservice training on working with the handicapped. Forty-five public educators also participated. In addition, 40 college students in Early Childhood and Special Education received practicum in the program.			
b. Educable Mentally Retarded	15								
c. Hard of Hearing	62								
d. Deaf		Estimates are based on this year's findings							
e. Speech Impaired	22								
f. Visually Impaired	20								
g. Emotionally Disturbed	125								
Crippled	1								
i. Learning Disabled	55								
j. Other Health Impaired	5								
k. Total	305				305	155	10	74	244

2. Number of Handicapped children served who attend private nonprofit schools N/A

3. Distribution By Ethnic Groups

POPULATION	NEGRO	INDIAN	ORIENTAL	SPANISH SURNAMED (See instruct.)	CAUCASIAN (Other than Span Surnamed	OTHER	TOTAL
1	2	3	4	5	6	7	8
Student Participants	12	1	2	2	288		305

SECTION E - TOTAL PROGRAM STAFF (See instructions)

POSITION CATEGORY	Positions Assigned to Project			
	Number Full-Time	Part-time		Total Full-Time Equiv. (Columns 2 + 4)
		Number	Full-Time Equiv.	
1	2	3	4	5
a. ADMINISTRATION/ SUPERVISION	1			1
b. TEACHER		22	14-2/3	14-2/3
(1) Pre-Kindergarten				
(2) Kindergarten				
(3) Grades 1-6				
(4) Grades 7-12				
(5) Other				
c. SPECIALISTS		10	2-1/2	2-1/2
d. PUPIL PERSONNEL WORKERS				
e. EVALUATORS		1	1/4	1/4
f. TEACHER ASSISTANTS, TEACHER AIDES		3	2	2
g. CLERICAL PERSONNEL	1	2	1	2
h. COMMUNITY LIAISON PERSONNEL				
i. ALL OTHER PERSONNEL	0	12	1-1/2	1-1/2

SECTION E - HANDICAPPED PROJECT PARTICIPATION ONLY (Continued)

Children Receiving Services - DISTRIBUTION BY DEMOGRAPHIC AREA

CATEGORY	NUMBER
a. Urban Areas (over 50,000	250
b. Rural Areas (under 2,500)	
c. Other Demographic Areas (from 2,500 - 50,000)	
d. Total (Sum of Lines a., b., and c.)	250
e. Student participants who reside in Model Cities Area	

SECTION F - TOTAL PROGRAM STAFF FOR HANDICAPPED (Component or Total Project)

POSITION CATEGORY	Positions Assigned to Project			
	Number Full-Time	Part-Time		Total Full-Time Equiv. (Columns 2 + 4)
		Number	Full-Time Equiv.	
1	2	3	4	5
a. ADMINISTRATION/ SUPERVISION		1	1/3	1/3
b. TEACHERS				
(1) Trainable Mentally Retarded				
(2) Educable Mentally Retarded		1	2/3	2/3
(3) Hard of Hearing				
(4) Deaf				
(5) Speech Impaired		1	2/3	2/3
(6) Visually Impaired				
(7) Emotionally Disturbed		2	2/3	1-1/3
(8) Crippled				
(9) Learning Disabled		2	2/3	1-1/3
(10) Other Health Impaired				
c. SPECIALISTS		10	2-1/2	2-1/2
d. PUPIL PERSONNEL WORKERS				
e. [illegible]		1	1/8	1/8
f. TEACHER ASSISTANTS, TEACHER-AIDES				
g. CLERICAL PERSONNEL		3	1	1
h. COMMUNITY LIAISON PERSONNEL				
i. ALL OTHER PERSONNEL		12	1	1

Specialists: Ten part time persons counted as follows:

1 Specialist in Learning Disabilities	1/4 time
1 Specialist in Mental Retardation	1/4 time
1 Special Education Consultant	1/2 time
1 Special Education Consultant	1/4 time
1 Specialist in Emotional Disturbance	1/2 time
1 Child Development Consultant	1/4 time
1 Consultant from Special School District	1/8 time
1 Psychological Examiner	1/8 time
1 Audiologist	1/8 time
1 Consultant for Visually Handicapped (Service provided by Delta Gamma Foundation)	1/8 time

C. Conclusions and Recommendations

Program Overview

The Parent-Child Early Education Program, popularly known as Saturday School for Four Year Olds, is a home and school cooperative teaching program to maximize the physical, social, intellectual, and emotional development of the young child. The program is designed to serve all four year olds, with a major focus on early identification and treatment of learning problems due to emotional disorders, learning disabilities, mental retardation, experiential deprivation, and physical disabilities. The program is based on the assumption that three primary groups - children, parents, and the school must be integrally involved and receive equal consideration in program design if the primary target group, the children, are to have their learning problems diagnosed and effectively remediated.

In the first project year the Parent-Child Early Education Program served some 800 children and their families, approximately 70% of the district's four year old population. This would indicate that the program was filling a substantial community need. The comprehensive services provided by the project included:

Assessment of needs and abilities of every child, followed by in-depth diagnosis and treatment as needed.

Saturday classes in district elementary schools, where parents became part of the instructional team by teaching small groups of children, under teacher direction.

Weekly home teaching visits with the child and parent to individualize the program according to each child's level of readiness.

Informal learning experiences at home provided by parents, relating to the instructional program in Saturday School.

Integration of handicapped children into regular classrooms, with individualized programs as needed.

Availability of specialists, part time for teacher in-service training, diagnosis and program prescription, counseling and other social services to families.

First Year Summary and Conclusions

Evaluation of cognitive and affective gains in children, after eight months in the program, showed significant growth made by a large majority of the children, with the greatest rate of gain being achieved by those with the lowest entering status. Of the approximately one-third of the four year olds evidencing need for special services of some kind upon entering the program only four were referred to programs for the handicapped at age five. Three will enter a school for the blind, one a program for the orthopedically handicapped. Of particular note was the fact that of the 11 children originally diagnosed as borderline or mild retardates only three fell within the levels of borderline retardation on the posttesting. All three, however, scored too high for acceptance into Special School District's EMR Program and will consequently attend regular kindergarten classes. Similarly, the 40 children who received special programming for learning disabilities, either by the Learning Disabilities Teachers or the Special Education Consultant, all made marked progress, with 16 functioning at a level commensurate with their chronological age in all areas at the end of the year. It may be said, then, that through this home-school program many learning problems detected at four can be effectively remediated before kindergarten entrance.

It was further felt that the avoidance of labeling children and the integration of the handicapped into the regular program tended to have a positive effect on their intellectual and personal-social development. Acceptance of exceptional children by their peers and by the teachers soon rubbed off on parents, resulting in a common concerted effort by all concerned to help those with the greatest needs.

Marked improvement by a large majority of parents in their competencies and attitudes in motivating and teaching their children was indicated not only by teacher ratings, but by parent self-evaluation as well. Similarly, the staff showed increasing awareness of children's needs and improved effectiveness in working with children and their parents.

Extensive parent involvement in the program was undoubtedly a key factor in the widespread community support received by the project. The assistance of parents, older siblings, grandparents, aunts, uncles, and baby sitters was warmly received in Saturday School. Community residents also provided other valuable services such as recruiting next year's students, hosting visitors, acting as resource people in reporting to the Board of Education and Community groups. The verbal and written comments of parents in evaluating the program attested to the positive rapport established between home and school through the partnership of parents and teachers on behalf of the child.

Equally important to community acceptance was the progress made toward internalizing the Saturday School Program as an integral part of the district's total educational program. Observations of Saturday School and home teaching in operation by members of the Superintendent's Administrative Staff and the Board of Education attested to their interest and concern. Ongoing inservice throughout the year provided by project staff for kindergarten teachers, principals, and special personnel served to facilitate the extension of the Parent-Child Early Education Program into the kindergarten.

Recommendations

No major program revisions appear warranted at this time. In designing the program, expectations of gain were defined in terms of all children, all parents, and all teachers. Although few objectives were completely attained, rather than lowering expectations after one year, the goal will be closer approximation to 100% achievement of the objectives, as stated, in succeeding years.

In the second project year provision must be made to insure the continuous progress of children from the Saturday School Program into kindergarten so that the gains achieved may be maintained. This will require continued assistance to children with special needs as well as to their teachers and parents. At the same time, every effort should be made to explore means of beginning intervention at age three, in order to have an even greater impact on learning in the critical early years.

Projecting ahead to the third year of the program, primary teachers must be prepared to accept and plan for the inevitable changes that will occur at their level. Opportunities for inservice training, then, must be provided during the second year for orientation of primary teachers to the program, its goals and accomplishments.

With first year evaluation data to report, and as program processes and products are refined, the project can be expected to widen its dissemination. First year communication with lay and professional groups in the community and beyond included: newspaper and radio coverage, slide presentations, inservice workshops, guided observations of the program in action, parent bulletins, weekly Home Activity Guides for parents, and a descriptive brochure on the program. A more comprehensive dissemination program should include publication of articles on the project, video taping of Saturday School and home teaching, and presentations at national conferences and conventions. Efforts already begun in this direction include widespread mailing of the attached informational letter and brochure, the preparation of Home Activity Guides in booklet form for purchase, and the acceptance of two articles for publication in September.

In conclusion, this family centered program, using both the home and school as a learning environment and involving parents as teaching partners, affords comprehensive services at relatively low cost. This would suggest the Parent-Child Early Education Program to be a model that could be adapted by other school systems to meet comparable needs.

People
are talking
about

SATURDAY SCHOOL

for four year olds

and here's
what they're
saying...

PARENT-CHILD EARLY EDUCATION PROGRAM

Title III, Sec. 306, ESEA
Ferguson-Florissant School District

First of all – the school district reports that…

"This family centered approach to early education takes advantage of the four year old's zest for learning both at home and school."

SATURDAY SCHOOL is a federally funded, cooperative **school and home** learning program for four year olds.

THE FIRST YEAR ENROLLMENT is 820, approximately 70% of the four year olds living in the district.

SATURDAY MORNING AND AFTERNOON CLASSES of 20 are held in the kindergarten rooms of eight elementary schools located near the students' homes.

THE TEACHING TEAM at each school includes three teachers, one a specialist in an area of early education, and parent assistants. A total of 25 teachers are employed half-time.

HOME TEACHING supplements Saturday sessions:

- Teachers make regularly scheduled home teaching visits.
- Parents provide, with guidance, informal learning experiences during the week.

LEARNING ACTIVITIES, at school and home, focus on the development of:

- Language skills
- Math and science concepts
- Perceptual skills
- Physical skills
- The creative arts
- Personal and social growth

The teachers say…

"The interest and response of parents has been tremendous!"

PARENTS JOIN US to form a vital part of the teaching team.

- At **school** both mothers and fathers take responsibility for instructing small groups. Before classes start, we meet with parents to outline their teaching assignments.
- At **home** the parents continue teaching throughout the week with skill development games and activities. The staff provides them with weekly HOME ACTIVITY GUIDES. These offer suggestions of things to do relating to the skills being taught at school.

OUR HOME TEACHING VISITS with the child and parent give us opportunities to:

- Work with the child in his own home environment.
- Alert parents to the countless learning opportunities in everyday activities, using everyday materials.
- Match learning experiences to the child's individual needs and level of readiness.

Each student's needs determine whether he is visited twice a week, weekly, or twice a month.

The specialists are saying . . .

> *"The diagnosis of every enrolled child is one of the program's most unique and beneficial features. This early identification of a problem, and its subsequent treatment, can often prevent more serious difficulties at a later age."*

AN INITIAL EVALUATION of each child's needs and abilities is made by his teacher and parents before the start of school. These are carefully reviewed and . . .

RESULTS INDICATE that approximately **one-third** of the children evidence a need for further diagnosis. The reasons:

- Visual, hearing, or speech impairment
- Other physical disabilities
- Mental functioning at a level below that expected
- Emotional problems
- Language or perceptual difficulties

Following this in-depth diagnosis . . .

AN INDIVIDUALLY PRESCRIBED LEARNING PROGRAM is followed through with the child, his parents, and his teachers in the class and at home. This allows:

- Children with special problems and handicaps to be integrated into the regular classroom.
- Children who excel academically to benefit from an accelerated program.

THE SPECIAL FIELDS REPRESENTED by the ten consultant specialists from local universities, community agencies, and Special School District include:

- Testing and evaluation
- Learning disabilities
- Speech and language therapy
- Audiology
- Child psychology
- Special education
- Family counseling

COMPREHENSIVE TEACHER TRAINING includes an intensive four week preservice, and weekly inservice throughout the school year on:

- Diagnosis of pupil needs
- Materials and learning experiences to meet those needs
- Working as partners with parents

GROWTH EXPERIENCES FOR PARENTS are provided through parent study groups and parent conseling sessions. The discussions center around topics of major concern to parents, under the leadership of a child development specialist.

The parents are talking about ···

"Now that I'm taking time to work with our son, I find I'm talking and listening to him more, and we're getting to know each other better."

"We had no idea our daughter had a hearing problem. We're grateful it was caught so early."

"I have six children and this is the first time we've ever had a teacher in our home. In fact, this individual attention our daughter receives in our own home amazes me most of all."

"Teaching at school and seeing our son working in a group has been a real eye-opener. We now realize he has a hand-eye coordination problem which we are working on."

The four year olds are telling us ···

"I wish they had Saturday School on Sunday too."

"I got my own liberry books like Susie." She selects a book from the lending library during the teacher's home visit.

"I like it when Mr. Sattley comes to my house to see me."

Name tags are used to divide the class into small work groups . . . *"I been a yellow rectangle, a green triangle, and* NOW *I'm a red square."*

We also hear from ···

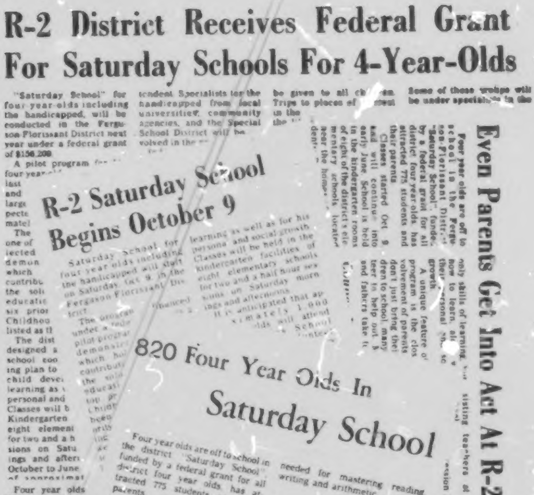
A COMMUNITY COUNCIL of parents, school representatives, business and civic leaders meets periodically for a two-way exchange of ideas for improving the program and to enlist community support.

A PROFESSIONAL ADVISORY COMMITTEE with representatives from educational, cultural, and civic agencies were involved in the initial planning and continue to evaluate and make recommendations on the program.

A DISTRICT EARLY CHILDHOOD COMMITTEE of school administrators, principals, and elementary school teachers serves as a coordinating link with the district's total educational program.

CONSULTANT SPECIALISTS IN EARLY CHILDHOOD EDUCATION, associated with programs and universities around the country, lend their expertise through observation and recommendations to the staff.

And, the press has had lots to say...



R-2 District Receives Federal Grant For Saturday Schools For 4-Year-Olds

"Saturday School" for four-year-olds including the handicapped, will be conducted in the Ferguson-Florissant District next year under a federal grant of $156,200.

A pilot program for four year-olds

tendent. Specialists for the handicapped from local universities, community agencies, and the Special School District will be volved in the

be given to all children. Trips to places of interest in the

Some of these groups will be under specialists in the

R-2 Saturday School Begins October 9

Even Parents Get Into Act At R-2 Saturday School For 4-Year-Olds

Four year olds are off to school in the Ferguson-Florissant District's "Saturday School", funded by a federal grant for all district four year-olds has attracted 775 students and their parents.

Classes started Oct. 9 and will continue into early June. School is held in the kindergarten rooms of eight of the district's elementary schools located near the homes of the students.

820 Four Year Olds In Saturday School

Four year olds are off to school in the district. "Saturday School" funded by a federal grant for all district four year olds has attracted 775 students and their parents.

Classes started on Saturday, October 9, and will continue into early June. School is held in kindergarten rooms of the district's

needed for mastering reading, writing and arithmetic."

Classes of Twenty

The average class each is taught by a teacher

Saturday's child learns a lot at tender age

By CAROL REHG
Globe-Democrat Staff Writer

Saturday School for pre-kindergarten school children in the Ferguson-Florissant School District has a strong initial enrollment of 775 youngsters attending classes in eight district elementary schools located near their homes.

"We're off to a strong beginning for this voluntary program which is beginning its first year," said Dr. Doris M. Stumpe, assistant superintendent of elementary education.

"FOUR-YEAR-OLDS who are attending morning and afternoon classes in this program will develop early learning skills and get a head start on their personal and social growth patterns."

The classes, which started Oct. 9, will continue into early June.

Twenty-five certified school teachers and nine specialists from local universities and agencies, whose specialties range from speech therapy to child psychology, are working together with the classroom teachers of the children to make the

over the number enrolled seven years ago."

A classroom observer of Saturday School activity might witness a small group of children, in one corner of the room, hammering nails into scraps of wood, under the watchful eye of a volunteer father.

"THEY ARE DEVELOPING HAND-EYE coordination, a skill which is essential to mastering the three R's," says Dr. Stumpe. "Mothers and fathers take turns volunteering their support of the program."

Mrs. Mildred Winter, director of Saturday School, points out that much more is involved than attending school one afternoon or morning per week.

"It's a cooperative school-and-home teaching plan," she explains, "with both school and home contributing towards educational development of the child."

"PARENTS ARE ENCOURAGED to provide educational activities and experiences at home during the week."

The parents are given weekly "Home Activity" guides, offering suggestions which relate to the skills being emphasized at school.

"To further assist with the home phase of the program, teachers make regular home visits with the child

For more information:

PARENT-CHILD EARLY EDUCATION PROGRAM

Ferguson-Florissant School District
655 January Avenue
Ferguson, Missouri 63135
St. Louis County
(314) 521-2000

1971 / 72

SATURDAY • SCHOOL • for four year olds

The enclosed brochure describes our Saturday School Program in which the school and home join hands to provide valuable learning experiences for four year olds. This family centered program is designed for all four year olds, with a primary focus on the early identification and treatment of the educationally disadvantaged child.

Using both home and school as a learning environment provides a comprehensive program at moderate cost. It includes:

- PARENTS AS TEACHING PARTNERS at home through the week and in Saturday School. This provides a classroom ratio of one adult for every four children.
- WEEKLY HOME ACTIVITY GUIDES offering suggestions to parents for home teaching activities. (This year's guides are available in booklet form for $2.75 including mailing cost.)
- ASSESSMENT OF NEEDS AND ABILITIES of every enrolled child, followed by in-depth diagnosis and treatment as needed.
- INTEGRATION OF HANDICAPPED CHILDREN in regular classrooms, with individualized programs at school and at home.
- EVALUATION of cognitive and affective gains in children as well as improvement in parent competencies and attitudes. First year data indicate significant gains.

Visitors may make advance arrangements to observe the program from October to April.

Sincerely,

Mildred Winter
Project Director

A SCHOOL and HOME LEARNING PROGRAM
Title III, Sec. 306, ESEA

PARENT-CHILD EARLY EDUCATION
Ferguson-Florissant School District
655 January Avenue
Ferguson, Missouri 63135
(314) 521-2000 St. Louis County

APPENDICES

A	Frequency Tabulations of PCEE Pupils' Scores on the Preliminary Battery
B-1	Initial Teacher Ratings of PCEE Pupils and Parents on the Items of the Home Teaching Report during Fall, 1971
B-2	Final Teacher Ratings of PCEE Pupils and Parents on the Items of the Home Teaching Report during Spring, 1972
C-1	Initial Teacher Ratings of Pupils' Self Esteem
C-2	Final Teacher Ratings of Pupils' Self Esteem
D	Initial Parent Ratings of Pupils' Behavior (MY PRESCHOOL CHILD)
E	Initial and Final Teacher Ratings of Parents' Performance in Saturday School
F-1	Summary of Initial and Final Teacher Ratings at Saturday School and at a Spring Home Visit by Project Director
F-2	Teacher and Program Ratings by Parents on a Pilot Rating Scale, End of the Year
G	Frequency Distributions of Further Diagnostic Test Battery and Follow Up Administered to Pupils Identified as Learning Disabled
H-1	Initial Teacher Ratings of Pupils' Adjustment
H-2	Final Teacher Ratings of Pupils' Adjustment
I	Frequency Distribution of Further Screening Test Battery and Follow Up Administered to Pupils Identified as Mentally Retarded
J-1 & J-2	Percentile Rank Norms Developed for Entering Kindergarten Pupils Using Data Collected on Pupils Entering District Kindergartens, Fall 1970, on the Screening Test of Academic Readiness Subtests
J-3	Summary of Results Obtained on the Screening Test of Academic Readiness Given to Kindergarten Pupils, 1970 and 1971

K Kindergarten Comparisons of Pilot Study

L Summary of Interim and Final Reports - Sub-Component for the Learning Disabled, Mary Dasovich, Ph.D.

M Summary of Interim and Final Reports on Speech Therapy, Arthur Kelley, M.A.

N Summary of Interim and Final Reports, Sub-Component for the Mentally Retarded, Allen C. Yater, Ph.D.

O Summary of Interim and Final Reports, Sub-Component for the Emotionally Handicapped, Sidney Kasper, Ph.D.

P Final Report on Hearing Testing, Sidney Schoenfeld, M.S.

Q Sample Report for the Blind

R Responses of Parents Enrolled in Parent Study Groups to Items of the Parent-Child Relationships Scale During the First and Last Sessions of Group Meetings

S Sample Home Activity Guide

T Evaluation Report on Home Activity Guides, Warren Solomon, Ph.D.

U Sample Sequence Chart of Skill Development

V Final Teacher Rating of Pupil Achievement

W Teacher Ratings of Pupils' Skill Development During the First Project Year

Frequency Tabulations of PCEE Pupils' Scores on The Preliminary Screening Battery Administered at the Beginning and End of The Program Year: Slosson Intelligence Test, Sievers Differential Language Facility Test (Subtest 3), and the Beery Developmental Test of Visual Motor Integration*

Scores in Months	Slosson (M.A.) Pre	Slosson (M.A.) Post	Sievers (L.A.) Pre	Sievers (L.A.) Post	Beery (P.A.) Pre	Beery (P.A.) Post
30 or less	15		50			
31-32						
33-34	1		14	1	45	3
35-36	1		20		27	2
37-38	3				67	7
39-40	4	1	18	2	1	
41-42	6		35	6	1	
43-44	4					
45-46	10	1	68	7	35	3
47-48	13	3	86	23		
49-50	25	1			86	17
51-52	33		124	50	96	38
53-54	44	4	85	68	49	34
55-56	48	10			41	35
57-58	66	6	74	63	68	51
59-60	69	9	70	68	104	122
61-62	82	18				1
63-64	68	27	49	76	92	165
65-66	73	35	30	54	30	55
67-68	56	42		1	8	58
69-70	46	49	22	81	13	43
71-72	33	55	27	73	10	25
73-74	27	50			2	20
75-76	22	69	12	58		
77-78	12	43	6	55	5	22
79-80	9	42			1	12
81-82	8	56	2	52	3	10
83-84	6	50		18		1
85-86	6	42			1	12
87-88	2	40			1	7
89-90		27				
91-92	1	16				
93-94		15				6
95-96		9			1	4
97-98		14				
99-100		8				
101-102		6				
103-104		3				3
105 or above		5				1

*At the beginning of the program year five pupils were considered untestable with the Slosson Intelligence Test, six were untestable with the Sievers Test, and eleven pupils were untestable with the Beery Test. The number of pupils tested at the end of the program year was 756, a drop of 42 from the beginning of the year.

APPENDIX B-1

Initial Teacher Ratings of PCEE Pupils and Parents on the Items of the Home Teaching Report during Fall, 1971 (N = 798)

	Sample	Ratings**					
Conditions affecting visit		5	4	3	2	1	Blank
a. Parent ready vs. not ready for work	Total*	432 (57%)	147 (19%)	125 (17%)	24 (3%)	27 (3%)	43
	ED	141 (51%)	59 (22%)	52 (19%)	8 (3%)	14 (5%)	15
	NH	236 (61%)	70 (18%)	59 (15%)	13 (3%)	12 (3%)	27
	H	196 (54%)	77 (21%)	66 (18%)	11 (3%)	15 (4%)	16
b. Child ready vs. not ready for work	Total	409 (54%)	158 (21%)	130 (17%)	29 (4%)	30 (4%)	42
	ED	138 (51%)	44 (16%)	57 (21%)	17 (6%)	17 (6%)	16
	NH	220 (56%)	94 (24%)	60 (15%)	8 (2%)	10 (3%)	25
	H	189 (52%)	64 (18%)	70 (19%)	21 (6%)	20 (6%)	17
c. Place prepared for teacher to work	Total	441 (59%)	132 (18%)	128 (17%)	22 (3%)	25 (3%)	50
	ED	150 (55%)	58 (21%)	47 (17%)	6 (2%)	13 (5%)	15
	NH	233 (61%)	60 (16%)	64 (17%)	16 (4%)	11 (3%)	33
	H	208 (57%)	72 (20%)	64 (18%)	6 (2%)	14 (4%)	17
Parent participation							
a. Observed 100% vs. 0% of time	Total	462 (61%)	116 (15%)	107 (14%)	30 (4%)	41 (5%)	42
	ED	159 (57%)	41 (15%)	45 (16%)	18 (6%)	11 (4%)	15
	NH	239 (61%)	58 (15%)	58 (15%)	10 (3%)	26 (7%)	26
	H	223 (61%)	58 (16%)	49 (13%)	20 (5%)	15 (4%)	16
b. Participated 100% vs. 0% of time	Total	99 (13%)	101 (13%)	214 (28%)	191 (25%)	152 (20%)	41
	ED	32 (12%)	36 (13%)	76 (28%)	67 (24%)	63 (23%)	15
	NH	55 (14%)	54 (14%)	110 (28%)	98 (25%)	75 (19%)	25
	H	44 (12%)	47 (13%)	104 (28%)	93 (25%)	77 (21%)	16

APPENDIX B-1 (continued)

	Sample	Ratings					
		5	4	3	2	1	Blank
Parent attitude toward teaching session							
a. Positive vs. negative	Total*	349 (46%)	218 (29%)	159 (21%)	25 (3%)	6 (1%)	41
	ED	106 (39%)	82 (30%)	74 (27%)	9 (3%)	3 (1%)	15
	NH	202 (52%)	104 (27%)	72 (18%)	11 (3%)	3 (1%)	25
	H	147 (40%)	114 (31%)	87 (24%)	14 (4%)	3 (1%)	16
b. Interested vs. disinterested	Total	353 (47%)	213 (28%)	157 (21%)	26 (3%)	8 (1%)	41
	ED	111 (41%)	81 (30%)	67 (24%)	11 (4%)	4 (1%)	15
	NH	199 (51%)	102 (26%)	74 (19%)	13 (3%)	4 (1%)	25
	H	154 (42%)	111 (30%)	83 (23%)	13 (4%)	4 (1%)	16
c. Self-confident vs. lacking confidence	Total	213 (28%)	232 (31%)	234 (31%)	61 (8%)	17 (2%)	41
	ED	61 (22%)	70 (26%)	98 (36%)	36 (13%)	9 (3%)	15
	NH	127 (32%)	133 (34%)	109 (28%)	17 (4%)	6 (2%)	25
	H	86 (24%)	99 (27%)	125 (34%)	44 (12%)	11 (3%)	16
Parent interaction with child							
a. Accepting vs. rejecting	Total	255 (34%)	254 (34%)	200 (26%)	37 (5%)	10 (1%)	42
	ED	65 (24%)	98 (36%)	90 (33%)	14 (5%)	6 (2%)	16
	NH	163 (42%)	118 (30%)	93 (24%)	14 (4%)	4 (1%)	25
	H	92 (25%)	136 (37%)	107 (29%)	23 (6%)	6 (2%)	17
b. Aware vs. unaware of needs	Total	143 (19%)	246 (33%)	239 (32%)	106 (14%)	22 (3%)	42
	ED	34 (12%)	81 (30%)	98 (36%)	50 (18%)	10 (4%)	16
	NH	93 (24%)	144 (37%)	112 (29%)	34 (9%)	9 (2%)	25
	H	50 (14%)	102 (28%)	127 (35%)	73 (20%)	13 (4%)	17

APPENDIX B-1 (continued)

	Sample	Ratings					
		5	4	3	2	1	Blank
c. Positive vs. negative motivation	Total	152 (20%)	256 (34%)	275 (36%)	53 (7%)	20 (3%)	42
	ED	46 (17%)	83 (30%)	106 (39%)	28 (10%)	10 (4%)	16
	NH	88 (22%)	138 (35%)	141 (36%)	17 (4%)	8 (2%)	25
	H	64 (18%)	118 (32%)	134 (37%)	36 (10%)	12 (3%)	17
d. Positive vs. negative reinforcement	Total	151 (20%)	230 (30%)	291 (38%)	66 (9%)	18 (2%)	42
	ED	45 (16%)	78 (29%)	113 (41%)	25 (9%)	12 (4%)	16
	NH	89 (23%)	119 (30%)	148 (38%)	32 (8%)	4 (1%)	25
	H	62 (17%)	111 (30%)	143 (39%)	34 (9%)	14 (4%)	17
e. Competent vs. incompetent	Total	188 (25%)	251 (33%)	243 (32%)	66 (9%)	8 (1%)	42
	ED	49 (18%)	82 (30%)	104 (38%)	33 (12%)	5 (2%)	16
	NH	116 (30%)	143 (36%)	114 (29%)	17 (4%)	2 (1%)	25
	H	72 (20%)	108 (30%)	129 (35%)	49 (13%)	6 (2%)	17
Parent relationship with teacher							
a. Friendly vs. unfriendly	Total	414 (55%)	205 (27%)	125 (17%)	11 (1%)	1 (<1%)	42
	ED	121 (44%)	94 (34%)	51 (19%)	6 (2%)	1 (<1%)	16
	NH	236 (60%)	89 (23%)	64 (16%)	3 (1%)	0 (0%)	25
	H	178 (49%)	116 (32%)	61 (17%)	8 (2%)	1 (<1%)	17
b. Cooperative vs. uncooperative	Total	414 (55%)	190 (25%)	135 (18%)	16 (2%)	1 (<1%)	42
	ED	125 (46%)	77 (28%)	61 (22%)	9 (3%)	1 (<1%)	16
	NH	237 (60%)	87 (22%)	63 (16%)	5 (1%)	0 (0%)	25
	H	177 (49%)	103 (28%)	72 (20%)	11 (3%)	1 (<1%)	17

4

APPENDIX B-1 (continued)

	Sample	Ratings				
		5	4	3	2	1	Blank
c. At ease vs. ill at ease	Total	325 (43%)	206 (27%)	188 (25%)	28 (4%)	9 (1%)	42
	ED	91 (33%)	76 (28%)	82 (30%)	17 (6%)	7 (3%)	16
	NH	200 (51%)	103 (26%)	81 (21%)	7 (2%)	1 (<1%)	25
	H	125 (34%)	103 (28%)	107 (29%)	21 (6%)	8 (2%)	17
Child's relationship with teacher							
a. Outgoing vs. shy	Total	198 (26%)	218 (29%)	187 (25%)	117 (15%)	43 (6%)	35
	ED	56 (20%)	64 (23%)	74 (27%)	53 (19%)	29 (11%)	13
	NH	121 (31%)	131 (33%)	92 (23%)	44 (11%)	8 (2%)	21
	H	77 (21%)	87 (24%)	95 (26%)	73 (20%)	35 (10%)	14
b. Cooperative vs. uncooperative	Total	265 (35%)	233 (31%)	191 (25%)	49 (6%)	25 (3%)	35
	ED	70 (25%)	71 (26%)	96 (35%)	20 (7%)	19 (7%)	13
	NH	169 (43%)	133 (34%)	76 (19%)	15 (4%)	3 (1%)	21
	H	96 (26%)	100 (27%)	115 (31%)	34 (9%)	22 (6%)	14
c. Talkative vs. hesitant	Total	193 (25%)	201 (26%)	186 (24%)	130 (17%)	53 (7%)	35
	ED	55 (20%)	53 (19%)	72 (26%)	63 (23%)	33 (12%)	13
	NH	118 (30%)	126 (32%)	91 (23%)	50 (13%)	11 (3%)	21
	H	75 (20%)	75 (20%)	95 (26%)	80 (22%)	42 (11%)	14

APPENDIX B-1 (continued)

	Sample	Ratings					
		5	4	3	2	1	Blank
Child's response to learning activities a. Interested vs. disinterested	Total	331 (43%)	214 (28%)	171 (22%)	38 (5%)	9 (1%)	35
	ED	97 (35%)	75 (27%)	79 (29%)	18 (7%)	7 (3%)	13
	NH	201 (51%)	111 (28%)	72 (18%)	11 (3%)	1 (<1%)	21
	H	130 (35%)	103 (28%)	99 (27%)	27 (7%)	8 (2%)	14
b. Attentive vs. distracted	Total	277 (36%)	247 (32%)	167 (22%)	51 (7%)	21 (3%)	35
	ED	81 (29%)	75 (27%)	82 (30%)	23 (8%)	15 (5%)	13
	NH	168 (42%)	140 (35%)	70 (18%)	16 (4%)	2 (1%)	21
	H	109 (30%)	107 (29%)	97 (26%)	35 (10%)	19 (5%)	14
c. Attained all vs. none of the objectives	Total	212 (28%)	294 (39%)	187 (25%)	60 (8%)	10 (1%)	35
	ED	78 (28%)	86 (31%)	74 (27%)	31 (11%)	7 (3%)	13
	NH	106 (27%)	182 (46%)	92 (23%)	15 (4%)	1 (<1%)	21
	H	106 (29%)	112 (31%)	95 (26%)	45 (12%)	9 (2%)	14
Child's attitude toward Saturday School	Total	313 (41%)	221 (29%)	171 (23%)	40 (5%)	15 (2%)	38
	ED	89 (32%)	74 (27%)	75 (27%)	26 (9%)	12 (4%)	13
	NH	184 (46%)	123 (31%)	74 (19%)	11 (3%)	2 (1%)	23
	H	129 (35%)	98 (27%)	97 (27%)	29 (8%)	13 (4%)	15

APPENDIX B-1 (continued)

	Sample	Ratings			
Indications of parent follow-up of Saturday School or previous visit***		Two or more samples	One	None	Blank
a. Displayed child's work	Total	102 (14%)	246 (33%)	407 (54%)	43
	ED	30 (11%)	93 (35%)	151 (55%)	15
	NH	61 (16%)	126 (32%)	203 (52%)	27
	H	41 (11%)	120 (33%)	204 (56%)	16
		Several	One	None	Blank
b. Used materials or activities suggested	Total	149 (20%)	243 (32%)	363 (48%)	43
	ED	50 (18%)	77 (28%)	147 (54%)	15
	NH	75 (19%)	145 (37%)	170 (44%)	27
	H	74 (20%)	98 (27%)	193 (53%)	16
c. Initiated teaching of new or related activities	Total	111 (15%)	167 (22%)	477 (63%)	43
	ED	39 (14%)	50 (18%)	185 (68%)	15
	NH	53 (14%)	99 (25%)	238 (61%)	27
	H	58 (16%)	68 (19%)	239 (65%)	16

APPENDIX B-1 (continued)

*Total represents 798 pupils evaluated.
ED represents 299 pupils rated as having emotional disturbances.
NH represents 417 pupils rated as having no handicap.
H represents 381 pupils rated as having special problems or handicaps.

**Numbers above columns each refer to a point on a five-point scale measuring a presumably continuous dimension.

***Data on the following three items were collected from the first or second home visit as few parents were given materials or instructions before the first home visit.

APPENDIX B-2

Final Teacher Ratings of PCEE Pupils and Parents on the Items of the Home Teaching Report during Spring, 1972 (N=797)

	Sample	Ratings**					
Cond's affecting visit		5	4	3	2	1	Blank
a. Parent ready vs. n[illegible] ready for work	Total*	572 (81%)	59 (8%)	47 (7%)	8 (1%)	22 (3%)	89
	ED	168 (75%)	19 (9%)	23 (10%)	5 (2%)	8 (4%)	20
	NH	321 (83%)	32 (8%)	21 (5%)	3 (1%)	9 (2%)	64
	H	251 (78%)	27 (8%)	26 (8%)	5 (2%)	13 (4%)	25
b. Child ready vs. not ready for work	Total	578 (81%)	67 (9%)	46 (6%)	7 (1%)	17 (2%)	82
	ED	175 (77%)	19 (8%)	21 (9%)	5 (2%)	7 (3%)	16
	NH	322 (83%)	37 (10%)	18 (5%)	2 (1%)	8 (2%)	63
	H	256 (78%)	30 (9%)	28 (9%)	5 (2%)	9 (3%)	19
c. Place prepared for teacher to work	Total	597 (85%)	45 (6%)	44 (6%)	5 (1%)	12 (2%)	94
	ED	175 (80%)	18 (8%)	19 (9%)	3 (1%)	5 (2%)	23
	NH	338 (88%)	18 (5%)	23 (6%)	1 (<1%)	4 (1%)	66
	H	259 (81%)	27 (8%)	21 (7%)	4 (1%)	8 (3%)	28
Parent partic. a. Observed 100% vs. 0% of time	Total	492 (70%)	102 (14%)	51 (7%)	31 (4%)	31 (4%)	90
	ED	147 (65%)	36 (16%)	19 (8%)	11 (5%)	12 (5%)	18
	NH	274 (72%)	57 (15%)	23 (6%)	17 (4%)	12 (3%)	67
	H	218 (67%)	45 (14%)	28 (9%)	14 (4%)	19 (6%)	23
b. Participated 100% vs. 0% of time	Total	202 (29%)	161 (23%)	153 (22%)	109 (15%)	81 (11%)	91
	ED	59 (26%)	59 (26%)	45 (20%)	28 (13%)	33 (15%)	19
	NH	114 (30%)	81 (21%)	92 (24%)	60 (16%)	37 (10%)	66
	H	88 (27%)	80 (25%)	61 (19%)	49 (15%)	44 (14%)	25

Continued

APPENDIX B-2 Continued

	Sample	Ratings					
		5	4	3	2	1	Blank
Parent attitude toward teaching session							
a. Positive vs. negative	Total	510 (71%)	142 (20%)	57 (8%)	5 (1%)	0 (0%)	83
	ED	152 (67%)	47 (21%)	25 (11%)	2 (1%)	0 (0%)	17
	NH	284 (73%)	74 (19%)	28 (7%)	2 (1%)	0 (0%)	62
	H	226 (69%)	68 (21%)	29 (9%)	3 (1%)	0 (0%)	21
b. Interested vs. disinterested	Total	504 (71%)	139 (19%)	56 (8%)	11 (2%)	3 (<1%)	84
	ED	148 (65%)	52 (23%)	22 (10%)	3 (1%)	1 (<1%)	17
	NH	279 (72%)	72 (19%)	28 (7%)	6 (2%)	2 (1%)	63
	H	225 (69%)	67 (21%)	28 (9%)	5 (2%)	1 (<1%)	21
c. Self-confident vs. lacking self-confidence	Total	429 (60%)	183 (26%)	91 (13%)	9 (1%)	1 (<1%)	84
	ED	128 (57%)	59 (26%)	35 (15%)	4 (2%)	0 (0%)	17
	NH	246 (64%)	90 (23%)	47 (12%)	4 (1%)	0 (0%)	63
	H	183 (56%)	93 (29%)	44 (13%)	5 (2%)	1 (<1%)	21
Parent interaction with child							
a. Accepting vs. unaccepting	Total	455 (64%)	180 (25%)	72 (10%)	6 (1%)	0 (0%)	84
	ED	132 (58%)	61 (27%)	31 (14%)	2 (1%)	0 (0%)	17
	NH	263 (68%)	91 (24%)	30 (8%)	3 (1%)	0 (0%)	63
	H	192 (59%)	89 (27%)	42 (13%)	3 (1%)	0 (0%)	21
b. Aware of needs vs. unaware of needs	Total	353 (50%)	183 (26%)	160 (22%)	16 (2%)	1 (<1%)	84
	ED	91 (40%)	65 (29%)	63 (28%)	7 (3%)	0 (0%)	17
	NH	218 (56%)	92 (24%)	69 (18%)	8 (2%)	0 (0%)	63
	H	135 (41%)	91 (28%)	91 (28%)	8 (2%)	1 (<1%)	21
c. Positive vs. negative motivation	Total	366 (51%)	219 (31%)	112 (16%)	14 (2%)	2 (<1%)	84
	ED	97 (43%)	83 (37%)	41 (18%)	5 (2%)	0 (0%)	17
	NH	220 (57%)	102 (26%)	57 (15%)	7 (2%)	1 (<1%)	63
	H	146 (45%)	117 (36%)	55 (17%)	7 (2%)	1 (<1%)	21

Continued

APPENDIX B-2 Continued

	Sample	Ratings					
		5	4	3	2	1	Blank
d. Positive vs. negative reinforcement	Total	360 (50%)	225 (32%)	114 (16%)	12 (2%)	2 (<1%)	84
	ED	97 (43%)	85 (38%)	40 (18%)	4 (2%)	0 (0%)	17
	NH	208 (54%)	112 (29%)	59 (15%)	7 (2%)	1 (<1%)	63
	H	152 (47%)	113 (35%)	55 (17%)	5 (2%)	1 (<1%)	21
e. Competent vs. incompetent	Total	414 (58%)	193 (27%)	98 (14%)	6 (1%)	2 (<1%)	84
	ED	109 (48%)	74 (33%)	39 (17%)	3 (1%)	1 (<1%)	17
	NH	249 (64%)	91 (24%)	44 (11%)	3 (1%)	0 (0%)	63
	H	165 (51%)	102 (31%)	54 (17%)	3 (1%)	2 (1%)	21
Parent relationship with teacher							
a. Friendly vs. unfriendly	Total	590 (83%)	87 (12%)	35 (5%)	0 (0%)	1 (<1%)	84
	ED	177 (78%)	31 (14%)	17 (8%)	0 (0%)	1 (<1%)	17
	NH	320 (83%)	51 (13%)	16 (4%)	0 (0%)	0 (0%)	63
	H	270 (83%)	36 (11%)	19 (6%)	0 (0%)	1 (<1%)	21
b. Cooperative vs. uncooperative	Total	546 (77%)	105 (15%)	53 (7%)	5 (1%)	4 (1%)	84
	ED	160 (71%)	35 (15%)	27 (12%)	1 (<1%)	3 (1%)	17
	NH	301 (78%)	58 (15%)	23 (6%)	4 (1%)	1 (<1%)	63
	H	245 (75%)	47 (14%)	30 (9%)	1 (<1%)	3 (1%)	21
c. At ease vs. ill at ease	Total	520 (73%)	130 (18%)	55 (8%)	7 (1%)	0 (0%)	85
	ED	153 (68%)	49 (22%)	22 (10%)	1 (<1%)	0 (0%)	18
	NH	287 (74%)	65 (17%)	29 (7%)	6 (2%)	0 (0%)	63
	H	233 (72%)	65 (20%)	26 (8%)	1 (<1%)	0 (0%)	22
Child's relationship with teacher							
a. Outgoing vs. shy	Total	389 (53%)	229 (31%)	89 (12%)	17 (2%)	6 (1%)	67
	ED	107 (47%)	79 (34%)	31 (14%)	9 (4%)	3 (1%)	14
	NH	232 (58%)	115 (29%)	41 (10%)	8 (2%)	3 (1%)	51
	H	157 (47%)	114 (34%)	48 (15%)	9 (3%)	3 (1%)	16

Continued

APPENDIX B-2 Continued

	Sample	Ratings					
		5	4	3	2	1	Blank
b. Cooperative vs. uncooperative	Total	464 (64%)	205 (28%)	47 (6%)	11 (2%)	3 (<1%)	67
	ED	123 (54%)	78 (34%)	19 (8%)	7 (3%)	2 (1%)	14
	NH	275 (69%)	102 (26%)	20 (5%)	2 (1%)	0 (0%)	51
	H	189 (57%)	103 (31%)	27 (8%)	9 (3%)	3 (1%)	16
c. Talkative vs. hesitant	Total	388 (53%)	211 (29%)	100 (14%)	25 (3%)	6 (1%)	67
	ED	110 (48%)	70 (31%)	34 (15%)	12 (5%)	3 (1%)	14
	NH	232 (58%)	104 (26%)	48 (12%)	12 (3%)	3 (1%)	51
	H	156 (47%)	107 (32%)	52 (16%)	13 (4%)	3 (1%)	16
Child's response to learning activ.							
a. Interested vs. disinterested	Total	553 (76%)	143 (20%)	27 (4%)	5 (1%)	2 (<1%)	67
	ED	166 (72%)	45 (20%)	14 (6%)	4 (2%)	0 (0%)	14
	NH	308 (77%)	79 (20%)	10 (3%)	1 (<1%)	1 (<1%)	51
	H	245 (74%)	64 (19%)	17 (5%)	4 (1%)	1 (<1%)	16
b. Attentive vs. distracted	Total	502 (69%)	172 (24%)	42 (6%)	11 (2%)	3 (<1%)	67
	ED	143 (62%)	59 (26%)	19 (8%)	7 (3%)	1 (<1%)	14
	NH	286 (72%)	92 (23%)	18 (5%)	2 (1%)	1 (<1%)	51
	H	216 (65%)	80 (24%)	24 (7%)	9 (3%)	2 (1%)	16
c. Attained objectives: all vs. none	Total	467 (64%)	199 (27%)	53 (7%)	9 (1%)	2 (<1%)	67
	ED	145 (63%)	61 (27%)	19 (8%)	4 (2%)	0 (0%)	14
	NH	262 (66%)	108 (27%)	25 (6%)	3 (1%)	1 (<1%)	51
	H	205 (62%)	91 (27%)	28 (8%)	6 (2%)	1 (<1%)	16
Child's attitude toward Saturday School: positive vs. negative	Total	550 (75%)	136 (19%)	40 (5%)	3 (<1%)	1 (<1%)	67
	ED	162 (71%)	47 (21%)	17 (7%)	3 (1%)	0 (0%)	14
	NH	307 (77%)	72 (18%)	19 (5%)	0 (0%)	1 (<1%)	51
	H	243 (73%)	64 (19%)	21 (6%)	3 (1%)	0 (0%)	16

Continued

APPENDIX B-2 Continued

Indications of parent follow-up of Sat. Sch. or previous visit		Two or more samples	One	None	Blank
a. Displayed child's work	Total	198 (28%)	293 (42%)	209 (30%)	97
	ED	71 (32%)	83 (38%)	65 (30%)	24
	NH	103 (27%)	172 (45%)	109 (28%)	66
	H	95 (30%)	121 (38%)	100 (32%)	31
		Several	One	None	Blank
b. Used materials or activities suggested	Total	203 (29%)	317 (45%)	181 (26%)	96
	ED	66 (30%)	84 (38%)	70 (32%)	23
	NH	101 (26%)	196 (51%)	87 (23%)	66
	H	102 (32%)	121 (38%)	94 (30%)	30
c. Initiated teaching of new or related activities	Total	158 (23%)	244 (35%)	300 (43%)	95
	ED	38 (17%)	75 (34%)	107 (49%)	23
	NH	101 (26%)	134 (35%)	150 (39%)	65
	H	57 (18%)	110 (35%)	150 (47%)	30

*Total represents 797 pupils evaluated.
ED represents 243 pupils identified as having emotional disturbances.
NH represents 450 pupils identified as having no handicap.
H represents 347 pupils identified as having special problems or handicaps.

**Numbers above columns each refer to a point on a five-point scale measuring a presumably continuous dimension.

APPENDIX C-1

Initial Teacher Ratings of Pupils' Self Esteem for the Total Sample (N = 783), Pupils Identified as Emotionally Disturbed (N = 289), Pupils Identified as Not Having Handicaps of Any Kind (N = 412), and Pupils Identified as Handicapped (N = 381)

November, 1971

Item		5 Always	4 Usually	3 Sometimes	2 Seldom	1 Never
1. Child adapts easily to new situations, feels comfortable in new settings, enters easily into new activities.	Total	35 (4%)	422 (53%)	210 (26%)	99 (15%)	27 (3%)
	ED	4 (1%)	115 (40%)	94 (33%)	54 (19%)	22 (8%)
	NH	28 (7%)	267 (65%)	85 (21%)	29 (7%)	3 (1%)
	H	7 (2%)	155 (41%)	125 (33%)	70 (18%)	24 (6%)
		1 Always	2 Usually	3 Sometimes	4 Seldom	5 Never
2. Child becomes upset by failure or other strong stress as evidenced by such behaviors as pouting, whining, or withdrawing.	Total	13 (2%)	73 (9%)	224 (28%)	368 (46%)	115 (15%)
	ED	11 (4%)	41 (14%)	108 (37%)	105 (36%)	24 (8%)
	NH	1 (<1%)	21 (5%)	85 (21%)	221 (54%)	84 (20%)
	H	12 (3%)	52 (14%)	139 (36%)	147 (39%)	31 (8%)

APPENDIX C-1 (continued)

Item		1 Always	2 Usually	3 Sometimes	4 Seldom	5 Never
3. Child seeks much support and reassurance from his peers or the teacher, as is evidenced by seeking their nearness or frequent inquiries as to whether he is doing well.	Total	13 (2%)	78 (10%)	248 (31%)	398 (50%)	56 (7%)
	ED	10 (3%)	43 (15%)	99 (34%)	118 (41%)	19 (7%)
	NH	2 (<1%)	21 (5%)	118 (29%)	238 (58%)	33 (8%)
	H	11 (3%)	57 (15%)	130 (34%)	160 (42%)	23 (6%)
		1 Always	2 Usually	3 Sometimes	4 Seldom	5 Never
4. Child continually seeks attention, as evidenced by such behaviors as speaking out of turn and making unnecessary noises.	Total	16 (2%)	74 (9%)	147 (19%)	366 (46%)	190 (24%)
	ED	11 (4%)	40 (14%)	56 (19%)	116 (40%)	66 (23%)
	NH	5 (1%)	23 (6%)	73 (18%)	203 (49%)	108 (26%)
	H	11 (3%)	51 (13%)	74 (19%)	163 (43%)	82 (22%)
		5 Very Strong	4 Strong	3 Medium	2 Mild	1 Weak
5. Extent to which child shows a sense of self-esteem, self-respect, and appreciation of his own worthiness.	Total	31 (4%)	270 (34%)	346 (43%)	112 (14%)	34 (4%)
	ED	5 (2%)	63 (22%)	136 (47%)	62 (21%)	23 (8%)
	NH	25 (6%)	183 (44%)	169 (41%)	29 (7%)	6 (1%)
	H	6 (2%)	87 (23%)	177 (46%)	83 (22%)	28 (7%)

APPENDIX C-2

Final Teacher Ratings of Pupils' Self Esteem for the Total Sample (N=757), Pupils Identified as Emotionally Disturbed (N=242), Pupils Identified as Not Having Handicaps of Any Kind (N=412), and Pupils Identified as Handicapped (N=345)
May, 1972

Item		5 Always	4 Usually	3 Sometimes	2 Seldom	1 Never
1. Child adapts easily to new situations, etc.	Total	111 (15%)	418 (55%)	168 (22%)	56 (7%)	4 (1%)
	ED	27 (11%)	118 (49%)	69 (29%)	26 (11%)	2 (1%)
	NH	75 (18%)	245 (59%)	71 (17%)	21 (5%)	0 (0%)
	H	36 (10%)	173 (50%)	97 (28%)	35 (10%)	4 (1%)
		1 Always	2 Usually	3 Sometimes	4 Seldom	5 Never
2. Child becomes upset by failure or other strong stress, etc.	Total	10 (1%)	75 (10%)	189 (25%)	339 (45%)	144 (19%)
	ED	3 (1%)	39 (16%)	74 (31%)	90 (37%)	36 (15%)
	NH	4 (1%)	25 (6%)	92 (22%)	202 (49%)	89 (22%)
	H	6 (2%)	50 (14%)	97 (28%)	137 (40%)	55 (16%)
		1 Always	2 Usually	3 Sometimes	4 Seldom	5 Never
3. Child seeks much support and reassurance, etc.	Total	3 (<1%)	66 (9%)	202 (27%)	357 (47%)	129 (17%)
	ED	1 (<1%)	35 (14%)	73 (30%)	97 (40%)	36 (15%)
	NH	1 (<1%)	24 (6%)	94 (23%)	208 (50%)	85 (21%)
	H	2 (1%)	42 (12%)	108 (31%)	149 (43%)	44 (13%)

Continued

APPENDIX D

Initial Parent Ratings of Pupils' Behavior (MY PRESCHOOL CHILD) For All Pupils (N=798), Pupils Identified as Having Emotional Problems (N=289), Pupils Identified as Having No Handicaps (N=417), and All Pupils Identified as Having Special Problems or Handicaps (N=381)

			2 Regularly	1 Sometimes	0 Not Yet	Blank
1.	Child dresses himself	* Total	460 (58%)	317 (40%)	20 (3%)	1
		ED	150 (52%)	130 (45%)	8 (3%)	1
		NH	272 (65%)	138 (33%)	7 (2%)	0
		H	188 (49%)	179 (47%)	13 (3%)	1
2.	Child buttons, snaps, and zips his clothing	Total	394 (49%)	367 (46%)	36 (5%)	1
		ED	140 (48%)	134 (46%)	14 (5%)	1
		NH	223 (53%)	181 (43%)	13 (3%)	0
		H	171 (45%)	186 (49%)	23 (6%)	1
3.	Child goes to the toilet by himself	Total	742 (93%)	50 (6%)	5 (1%)	1
		ED	266 (92%)	19 (7%)	3 (1%)	1
		NH	395 (95%)	21 (5%)	1 (<1%)	0
		H	347 (91%)	29 (8%)	4 (1%)	1
4.	Child pays attention and concentrates well	Total	283 (35%)	497 (62%)	17 (2%)	1
		ED	79 (27%)	199 (69%)	10 (3%)	1
		NH	174 (42%)	236 (57%)	7 (2%)	0
		H	109 (29%)	261 (69%)	10 (3%)	1
5.	Child follows simple directions without reminding	Total	318 (40%)	467 (58%)	12 (2%)	1
		ED	90 (31%)	190 (66%)	8 (3%)	1
		NH	189 (45%)	225 (54%)	3 (1%)	0
		H	129 (34%)	242 (64%)	9 (2%)	1
6.	Child tells what he wants or needs	Total	742 (93%)	53 (7%)	2 (<1%)	1
		ED	266 (92%)	20 (7%)	2 (1%)	1
		NH	393 (94%)	24 (6%)	0 (0%)	0
		H	349 (92%)	29 (8%)	2 (1%)	1
7.	Child helps with simple household jobs	Total	413 (52%)	365 (46%)	19 (2%)	1
		ED	137 (47%)	137 (47%)	14 (5%)	1
		NH	235 (56%)	179 (43%)	3 (1%)	0
		H	178 (47%)	186 (49%)	16 (4%)	1
8.	Child takes turns and shares with other children	Total	366 (46%)	425 (53%)	6 (1%)	1
		ED	108 (37%)	175 (61%)	5 (2%)	1
		NH	224 (54%)	192 (46%)	1 (<1%)	0
		H	142 (37%)	233 (61%)	5 (1%)	1

			2 Regularly	1 Sometimes	0 Not Yet	Blank
9.	Child takes good care of things he uses	Total	345 (43%)	421 (53%)	31 (4%)	1
		ED	105 (36%)	166 (57%)	17 (6%)	1
		NH	207 (50%)	201 (48%)	9 (2%)	0
		H	138 (36%)	220 (58%)	22 (6%)	1
10.	Child prefers to play alone	Total	22 (3%)	627 (79%)	148 (19%)	1
		ED	9 (3%)	226 (78%)	53 (18%)	1
		NH	11 (3%)	328 (79%)	78 (19%)	0
		H	11 (3%)	299 (78%)	70 (80%)	1
11.	Child plays with a few children	Total	446 (56%)	339 (42%)	12 (2%)	1
		ED	155 (54%)	129 (45%)	4 (1%)	1
		NH	238 (57%)	173 (41%)	6 (1%)	0
		H	208 (55%)	166 (44%)	6 (2%)	1
12.	Child plays with many children	Total	242 (30%)	443 (56%)	112 (14%)	1
		ED	79 (27%)	156 (54%)	53 (18%)	1
		NH	131 (31%)	240 (58%)	46 (11%)	0
		H	111 (29%)	203 (53%)	66 (17%)	1
13.	Child remembers the rules of the games he plays	Total	254 (32%)	463 (58%)	80 (10%)	1
		ED	79 (27%)	173 (60%)	36 (12%)	1
		NH	157 (38%)	231 (55%)	29 (7%)	0
		H	97 (25%)	232 (61%)	51 (13%)	1
14.	Child speaks in sentences of five words or more	Total	726 (91%)	64 (8%)	7 (1%)	1
		ED	265 (92%)	21 (7%)	2 (1%)	1
		NH	387 (93%)	29 (7%)	1 (<1%)	0
		H	339 (89%)	35 (9%)	6 (2%)	1
15.	Child tells a simple story	Total	477 (60%)	267 (33%)	53 (7%)	1
		ED	153 (53%)	107 (37%)	28 (10%)	1
		NH	275 (66%)	130 (31%)	12 (3%)	0
		H	202 (53%)	137 (36%)	41 (11%)	1
16.	Child identifies six or more colors	Total	550 (69%)	132 (17%)	115 (14%)	1
		ED	192 (66%)	52 (18%)	44 (15%)	1
		NH	312 (75%)	58 (14%)	47 (11%)	0
		H	238 (62%)	74 (19%)	68 (18%)	1
17.	Child recites rhymes, sings songs	Total	463 (58%)	267 (33%)	67 (8%)	1
		ED	155 (54%)	105 (36%)	28 (10%)	1
		NH	273 (65%)	121 (29%)	23 (6%)	0
		H	190 (50%)	146 (38%)	44 (12%)	1
18.	Child tells how things are alike or different	Total	388 (49%)	350 (44%)	59 (7%)	1
		ED	130 (45%)	139 (48%)	19 (7%)	1
		NH	225 (54%)	166 (40%)	26 (6%)	0
		H	163 (43%)	184 (48%)	33 (9%)	1

APPENDIX D (Cont'd.)

			2	1	0	Blank
			Regularly	Sometimes	Not Yet	
19.	Child identified a few letters of the alphabet	Total	401 (50%)	221 (28%)	175 (22%)	1
		ED	131 (45%)	90 (31%)	67 (23%)	1
		NH	241 (58%)	97 (23%)	79 (19%)	0
		H	160 (42%)	124 (33%)	96 (25%)	1
20.	Child identifies many letters of the alphabet	Total	260 (33%)	123 (15%)	414 (52%)	1
		ED	78 (27%)	43 (15%)	167 (58%)	1
		NH	161 (39%)	69 (17%)	187 (45%)	0
		H	99 (26%)	54 (14%)	227 (60%)	1
21.	Child prints his first name correctly	Total	169 (21%)	134 (17%)	494 (62%)	1
		ED	48 (17%)	35 (12%)	205 (71%)	1
		NH	108 (26%)	90 (22%)	219 (53%)	0
		H	61 (16%)	44 (12%)	275 (72%)	1
22.	Child tells his whole name	Total	598 (75%)	135 (17%)	64 (8%)	1
		ED	207 (72%)	54 (19%)	27 (9%)	1
		NH	333 (80%)	59 (14%)	25 (6%)	0
		H	265 (70%)	76 (20%)	39 (10%)	1
23.	Child tells his address	Total	176 (22%)	245 (31%)	376 (47%)	1
		ED	51 (18%)	82 (28%)	155 (54%)	1
		NH	112 (27%)	138 (33%)	167 (40%)	0
		H	64 (17%)	107 (28%)	209 (55%)	1
24.	Child tells his telephone number	Total	79 (10%)	96 (12%)	622 (78%)	1
		ED	19 (7%)	35 (12%)	234 (81%)	1
		NH	55 (13%)	52 (12%)	310 (74%)	0
		H	24 (6%)	44 (12%)	312 (82%)	1
25.	Child counts from 1 to 10 or beyond	Total	596 (75%)	123 (15%)	78 (10%)	1
		ED	194 (67%)	62 (21%)	32 (11%)	1
		NH	348 (83%)	42 (10%)	27 (6%)	0
		H	248 (65%)	81 (21%)	51 (13%)	1
26.	Child recognizes numerals 1 to 10	Total	291 (36%)	241 (30%)	265 (33%)	1
		ED	92 (32%)	94 (33%)	102 (35%)	1
		NH	184 (44%)	118 (28%)	115 (28%)	0
		H	107 (28%)	123 (32%)	150 (39%)	1
27.	Child tells "how many" in a group of objects	Total	428 (54%)	308 (39%)	61 (8%)	1
		ED	129 (45%)	146 (51%)	13 (4%)	1
		NH	267 (64%)	121 (29%)	29 (7%)	0
		H	161 (42%)	187 (49%)	32 (8%)	1
28.	Child identifies basic shapes: circle, square, triangle, rectangle	Total	322 (40%)	307 (38%)	168 (21%)	1
		ED	100 (35%)	124 (43%)	64 (22%)	1
		NH	198 (47%)	141 (34%)	78 (19%)	0
		H	124 (33%)	166 (44%)	90 (24%)	1

			2 Regularly	1 Sometimes	0 Not Yet	Blank
29.	Child throws and catches a ball	Total	490 (61%)	290 (36%)	17 (2%)	1
		ED	174 (60%)	107 (37%)	7 (2%)	1
		NH	266 (64%)	143 (34%)	8 (2%)	0
		H	224 (59%)	147 (39%)	9 (2%)	1
30.	Child can ride a tricycle or bicycle	Total	772 (97%)	19 (2%)	6 (1%)	1
		ED	279 (97%)	7 (2%)	2 (1%)	1
		NH	409 (98%)	7 (1%)	1 (<1%)	0
		H	363 (95%)	12 (3%)	5 (1%)	1
31.	Child runs, hops, and jumps	Total	758 (95%)	38 (5%)	1 (<1%)	1
		ED	271 (94%)	17 (6%)	0 (0%)	1
		NH	405 (97%)	12 (3%)	0 (0%)	0
		H	353 (93%)	26 (7%)	1 (<1%)	1
32.	Child claps or marches in time with music	Total	503 (63%)	252 (32%)	42 (5%)	1
		ED	178 (62%)	90 (31%)	20 (7%)	1
		NH	274 (66%)	131 (31%)	12 (3%)	0
		H	229 (60%)	121 (32%)	30 (8%)	1
33.	Child uses crayons with control	Total	425 (53%)	288 (36%)	84 (11%)	1
		ED	132 (46%)	120 (42%)	36 (12%)	1
		NH	251 (60%)	133 (32%)	33 (8%)	0
		H	174 (46%)	155 (41%)	51 (13%)	1
34.	Child uses scissors with control	Total	256 (32%)	381 (48%)	160 (20%)	1
		ED	85 (29%)	136 (47%)	67 (23%)	1
		NH	149 (36%)	199 (48%)	69 (17%)	0
		H	107 (28%)	182 (48%)	91 (24%)	1
35.	Child works a puzzle of 10 or more pieces	Total	419 (53%)	240 (30%)	138 (17%)	1
		ED	133 (46%)	94 (33%)	61 (21%)	1
		NH	246 (59%)	121 (29%)	50 (12%)	0
		H	173 (45%)	119 (31%)	88 (23%)	1

			2 Often	1 Once in a While	0 Not at All	Blank
36.	Child has trouble with eating (too much or too little)	Total	95 (12%)	359 (45%)	342 (43%)	2
		ED	58 (20%)	130 (45%)	99 (34%)	2
		NH	29 (7%)	191 (46%)	197 (47%)	0
		H	66 (17%)	168 (44%)	145 (38%)	2
37.	Child has trouble with sleeping (too much or too little)	Total	25 (3%)	187 (23%)	584 (73%)	2
		ED	17 (6%)	95 (33%)	175 (61%)	2
		NH	7 (2%)	65 (16%)	345 (83%)	0
		H	18 (5%)	122 (32%)	239 (63%)	2

			2 Often	1 Once in a While	0 Not at All	Blank
38.	Child has trouble with stomach irregularities	Total	8 (1%)	141 (18%)	647 (81%)	2
		ED	7 (2%)	68 (24%)	212 (74%)	2
		NH	1 (<1%)	60 (14%)	356 (85%)	0
		H	7 (2%)	81 (21%)	291 (77%)	2
39.	Child has trouble getting along with other children	Total	137 (17%)	389 (49%)	270 (34%)	2
		ED	80 (28%)	147 (51%)	60 (21%)	2
		NH	39 (9%)	203 (49%)	175 (42%)	0
		H	98 (26%)	186 (49%)	95 (25%)	2
40.	Child has trouble with getting along with adults	Total	144 (18%)	223 (28%)	429 (54%)	2
		ED	85 (30%)	110 (38%)	92 (32%)	2
		NH	43 (10%)	94 (23%)	280 (67%)	0
		H	101 (27%)	129 (34%)	149 (39%)	2
41.	Child has trouble with unusual fears	Total	23 (3%)	278 (35%)	495 (62%)	2
		ED	21 (7%)	133 (46%)	133 (46%)	2
		NH	1 (<1%)	122 (29%)	294 (71%)	0
		H	22 (6%)	156 (41%)	201 (53%)	2
42.	Child has trouble with nervousness	Total	20 (3%)	225 (28%)	551 (69%)	2
		ED	15 (5%)	110 (38%)	162 (56%)	2
		NH	4 (1%)	93 (22%)	320 (77%)	0
		H	16 (4%)	132 (35%)	231 (61%)	2
43.	Child has trouble with thumb-sucking	Total	105 (13%)	73 (9%)	618 (77%)	2
		ED	56 (20%)	28 (10%)	203 (71%)	2
		NH	38 (9%)	34 (8%)	345 (83%)	0
		H	67 (18%)	39 (10%)	273 (72%)	2
44.	Child has trouble with overactivity	Total	70 (9%)	254 (32%)	472 (59%)	2
		ED	40 (14%)	106 (37%)	141 (49%)	2
		NH	20 (5%)	121 (29%)	276 (66%)	0
		H	50 (13%)	133 (35%)	196 (52%)	2
45.	Child has trouble with sex	Total	3 (<1%)	63 (8%)	730 (91%)	2
		ED	3 (1%)	39 (14%)	245 (85%)	2
		NH	0 (0%)	18 (4%)	399 (96%)	0
		H	3 (1%)	45 (12%)	331 (87%)	2
46.	Child has trouble with daydreaming	Total	12 (2%)	250 (31%)	534 (67%)	2
		ED	8 (3%)	119 (41%)	160 (56%)	2
		NH	4 (1%)	110 (26%)	303 (73%)	0
		H	8 (2%)	140 (37%)	231 (61%)	2
47.	Child has trouble with temper tantrums	Total	34 (4%)	431 (54%)	331 (41%)	2
		ED	28 (10%)	187 (65%)	72 (25%)	2
		NH	3 (1%)	194 (47%)	220 (53%)	0
		H	31 (8%)	237 (63%)	111 (29%)	2

APPENDIX D (Cont'd.)

			2 Often	1 Once in a While	0 Not at All	23 Blank
48.	Child has trouble with crying	Total	52 (7%)	512 (64%)	232 (29%)	2
		ED	36 (13%)	202 (70%)	49 (17%)	2
		NH	12 (3%)	254 (61%)	151 (36%)	0
		H	40 (11%)	258 (68%)	81 (21%)	2
49.	Child has trouble with lying	Total	15 (2%)	354 (44%)	427 (54%)	2
		ED	8 (3%)	160 (56%)	119 (41%)	2
		NH	5 (1%)	165 (40%)	247 (59%)	0
		H	10 (3%)	189 (50%)	180 (47%)	2
50.	Child has trouble with stealing	Total	1 (<1%)	39 (5%)	756 (95%)	2
		ED	1 (<1%)	22 (8%)	264 (92%)	2
		NH	0 (0%)	11 (3%)	406 (97%)	0
		H	1 (<1%)	28 (7%)	350 (92%)	2
51.	Child has trouble with tearing or breaking things	Total	11 (1%)	317 (40%)	468 (59%)	2
		ED	7 (2%)	163 (57%)	117 (41%)	2
		NH	3 (1%)	124 (30%)	290 (70%)	0
		H	8 (2%)	193 (51%)	178 (47%)	2
52.	Child has trouble with wetting	Total	54 (7%)	152 (19%)	591 (74%)	1
		ED	38 (13%)	69 (24%)	181 (63%)	1
		NH	8 (2%)	70 (17%)	339 (81%)	0
		H	46 (12%)	82 (22%)	252 (66%)	1
53.	Child has trouble with speech	Total	64 (8%)	206 (26%)	527 (66%)	1
		ED	30 (10%)	85 (30%)	173 (60%)	1
		NH	20 (5%)	95 (23%)	302 (72%)	0
		H	44 (12%)	111 (29%)	225 (59%)	1
54.	Child enjoys looking at books	Total	696 (87%)	96 (12%)	5 (1%)	1
		ED	252 (87%)	36 (12%)	0 (0%)	1
		NH	369 (88%)	45 (11%)	3 (1%)	0
		H	327 (86%)	51 (13%)	2 (1%)	1
55.	Child listens to stories and music	Total	697 (85%)	114 (14%)	3 (<1%)	2
		ED	236 (82%)	51 (18%)	0 (0%)	2
		NH	366 (88%)	48 (12%)	3 (1%)	0
		H	313 (83%)	66 (17%)	0 (0%)	2
56.	Child is read to	Total	465 (58%)	316 (40%)	16 (2%)	1
		ED	163 (56%)	118 (41%)	7 (2%)	1
		NH	252 (60%)	157 (38%)	8 (2%)	0
		H	213 (56%)	159 (42%)	8 (2%)	1
57.	Child uses paint	Total	261 (33%)	346 (43%)	189 (24%)	2
		ED	96 (33%)	117 (41%)	74 (26%)	2
		NH	139 (33%)	188 (45%)	90 (22%)	0
		H	122 (32%)	158 (42%)	99 (26%)	2

			2 Often	1 Once in a While	0 Not at All	Blank
58.	Child uses playdoh or clay	Total	353 (44%)	365 (46%)	78 (10%)	2
		ED	131 (46%)	126 (44%)	30 (10%)	2
		NH	192 (46%)	188 (45%)	47 (9%)	0
		H	161 (42%)	177 (47%)	41 (11%)	2
59.	Child uses scissors	Total	348 (44%)	358 (45%)	90 (11%)	2
		ED	126 (44%)	123 (43%)	38 (13%)	2
		NH	186 (45%)	193 (46%)	38 (9%)	0
		H	162 (43%)	165 (44%)	52 (14%)	2
60.	Child uses crayons	Total	607 (76%)	183 (23%)	6 (1%)	2
		ED	215 (75%)	69 (24%)	3 (1%)	2
		NH	328 (79%)	87 (21%)	2 (<1%)	0
		H	279 (74%)	96 (25%)	4 (1%)	2
61.	Child has visited the zoo	Total	324 (41%)	423 (53%)	49 (6%)	2
		ED	111 (39%)	157 (55%)	19 (7%)	2
		NH	178 (43%)	217 (52%)	22 (5%)	0
		H	146 (39%)	206 (54%)	27 (7%)	2
62.	Child has been to the library	Total	293 (37%)	235 (29%)	268 (34%)	2
		ED	100 (35%)	88 (31%)	99 (34%)	2
		NH	164 (39%)	122 (29%)	131 (31%)	0
		H	129 (34%)	113 (30%)	137 (36%)	2
63.	Child has taken trips outside the community	Total	485 (61%)	286 (36%)	25 (3%)	2
		ED	164 (57%)	108 (38%)	15 (5%)	2
		NH	270 (65%)	142 (34%)	5 (1%)	0
		H	215 (57%)	144 (38%)	20 (5%)	2
64.	Child attends or has attended Nursery School, Headstart, Sunday School	Total	319 (40%)	132 (17%)	345 (43%)	2
		ED	110 (38%)	50 (17%)	127 (44%)	2
		NH	184 (44%)	64 (15%)	169 (41%)	0
		H	135 (36%)	68 (18%)	176 (46%)	2
65.	Child watches Sesame Street	Total	429 (54%)	305 (38%)	62 (8%)	2
		ED	140 (49%)	116 (40%)	31 (11%)	2
		NH	250 (60%)	148 (35%)	19 (5%)	0
		H	179 (47%)	157 (41%)	43 (11%)	2

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* Total represents 798 pupils evaluated
ED represents 289 pupils rated as having emotional disturbances
NH represents 417 pupils rated as having no handicap
H represents 381 pupils rated as having special problems or handicaps

APPENDIX E

Initial and Final Teacher Ratings of Parents' Performance in Saturday School (N=670)

Item	Ratings					
		Yes	No			
1. On time for planning session	Initial Final	622 (93%) 623 (93%)	48 (7%) 47 (7%)			
		5*	4	3	2	1
2. Willing vs. reluctant to participate	Initial Final	377 (56%) 454 (68%)	118 (18%) 133 (20%)	125 (19%) 62 (9%)	41 (6%) 12 (2%)	9 (1%) 9 (1%)
3. Used appropriate vs. inappropriate teaching techniques	Initial Final	223 (33%) 375 (56%)	261 (39%) 206 (31%)	165 (25%) 81 (12%)	19 (3%) 8 (1%)	2(<1%) 0 (0%)
4. Used positive vs. negative reinforcement	Initial Final	245 (37%) 395 (59%)	244 (36%) 183 (27%)	150 (22%) 78 (12%)	26 (4%) 14 (2%)	5 (1%) 0 (0%)
5. Accomplished vs. did not accomplish the task assigned	Initial Final	330 (49%) 473 (71%)	208 (31%) 140 (21%)	115 (17%) 52 (8%)	17 (3%) 5 (1%)	0 (0%) 0 (0%)

*Numbers above columns each refer to a point on a five-point scale measuring a presumably continuous dimension.

APPENDIX F-1

Summary of Initial and Final Teacher Ratings at Saturday School and at a Spring Home Visit by Project Director (N=25)

Item		5*	4	3	2	1
1. Used appropriate vs. inappropriate teaching techniques	Initial	1 (4%)	13 (52%)	10 (40%)	1 (4%)	0 (0%)
	Final	14 (56%)	8 (32%)	3 (12%)	0 (0%)	0 (0%)
	Home Visit	14 (56%)	11 (44%)	0 (0%)	0 (0%)	0 (0%)
2. Aware vs. unaware of children's needs	Initial	0 (0%)	16 (64%)	8 (32%)	1 (4%)	0 (0%)
	Final	11 (44%)	11 (44%)	3 (12%)	0 (0%)	0 (0%)
	Home Visit	15 (60%)	9 (36%)	1 (4%)	0 (0%)	0 (0%)
3. Used positive vs. negative motivation	Initial	2 (8%)	16 (64%)	6 (24%)	1 (4%)	0 (0%)
	Final	12 (48%)	12 (48%)	1 (4%)	0 (0%)	0 (0%)
	Home Visit	22 (88%)	2 (8%)	1 (4%)	0 (0%)	0 (0%)
4. Used positive vs. negative reinforcement	Initial	2 (8%)	15 (60%)	7 (28%)	1 (4%)	0 (0%)
	Final	12 (48%)	12 (48%)	1 (4%)	0 (0%)	0 (0%)
	Home Visit	23 (92%)	2 (8%)	0 (0%)	0 (0%)	0 (0%)
5. Accomplished 100% vs. 0% of task objectives	Initial	0 (0%)	11 (44%)	13 (52%)	1 (4%)	0 (0%)
	Final	0 (0%)	21 (84%)	4 (16%)	0 (0%)	0 (0%)
	Home Visit	6 (24%)	17 (68%)	2 (8%)	0 (0%)	0 (0%)
6. Evident vs. not evident respect for parent competencies	Initial	1 (4%)	17 (68%)	6 (24%)	1 (4%)	0 (0%)
	Final	9 (36%)	14 (56%)	2 (8%)	0 (0%)	0 (0%)
	Home Visit	19 (76%)	4 (16%)	2 (8%)	0 (0%)	0 (0%)
7. Positive vs. negative relationship with parents	Initial	2 (8%)	15 (60%)	8 (32%)	0 (0%)	0 (0%)
	Final	15 (60%)	8 (32%)	2 (8%)	0 (0%)	0 (0%)
	Home Visit	21 (84%)	3 (12%)	1 (4%)	0 (0%)	0 (0%)

Continued

APPENDIX F-1 Continued

Item		5*	4	3	2	1
8. Effectively vs. ineffectively demonstrated appropriate teaching techniques to parents	Initial	2 (8%)	11 (44%)	11 (44%)	1 (4%)	0 (0%)
	Final	11 (44%)	11 (44%)	3 (12%)	0 (0%)	0 (0%)
	Home Visit	11 (44%)	12 (48%)	2 (8%)	0 (0%)	0 (0%)
9. Effectively vs. ineffectively demonstrated positive motivation and reinforcement techniques to parents	Initial	2 (8%)	14 (56%)	8 (32%)	1 (4%)	0 (0%)
	Final	12 (48%)	12 (48%)	1 (4%)	0 (0%)	0 (0%)
	Home Visit	22 (88%)	2 (8%)	1 (4%)	0 (0%)	0 (0%)

*Numbers above columns each refer to a point of a five-point scale measuring a presumably continuous dimension.

APPENDIX F-2

Teacher and Program Ratings by Parents on a Pilot Rating Scale
at the End of the First Program Year ($\underline{N}$=400)

Item	Team[1]	Ratings				
		5	4	3	2	1
1. How much effort do you feel was made to meet your child's needs?	1	41 (82%)	6 (12%)	3 (6%)	0 (0%)	0 (0%)
	2	42 (78%)	8 (15%)	4 (7%)	0 (0%)	0 (0%)
	3	64 (82%)	11 (14%)	2 (3%)	1 (1%)	0 (0%)
	4	49 (78%)	9 (14%)	5 (8%)	0 (0%)	0 (0%)
	5	46 (82%)	8 (14%)	2 (4%)	0 (0%)	0 (0%)
	6	31 (61%)	17 (33%)	2 (4%)	1 (2%)	0 (0%)
	7	19 (59%)	9 (28%)	4 (12%)	0 (0%)	0 (0%)
	8	8 (50%)	5 (31%)	3 (19%)	0 (0%)	0 (0%)
	Total	300 (75%)	73 (18%)	25 (6%)	2 (1%)	0 (0%)
2. How would you rate your child's relationship with his teacher(s)?	1	44 (88%)	4 (8%)	2 (4%)	0 (0%)	0 (0%)
	2	46 (85%)	4 (7%)	4 (7%)	0 (0%)	0 (0%)
	3	60 (77%)	12 (15%)	6 (8%)	0 (0%)	0 (0%)
	4	51 (81%)	10 (16%)	2 (3%)	0 (0%)	0 (0%)
	5	49 (88%)	6 (11%)	1 (2%)	0 (0%)	0 (0%)
	6	36 (71%)	13 (25%)	2 (4%)	0 (0%)	0 (0%)
	7	25 (78%)	5 (16%)	2 (6%)	0 (0%)	0 (0%)
	8	9 (56%)	5 (31%)	2 (12%)	0 (0%)	0 (0%)
	Total	320 (80%)	59 (15%)	21 (5%)	0 (0%)	0 (0%)

Continued

APPENDIX F-2 Continued

Item	Team	Ratings				
		5	4	3	2	1
3. How much progress do you feel your child has made in the program?	1	38 (76%)	10 (20%)	2 (4%)	0 (0%)	0 (0%)
	2	28 (52%)	18 (33%)	7 (13%)	1 (2%)	0 (0%)
	3	56 (72%)	17 (22%)	5 (6%)	0 (0%)	0 (0%)
	4	41 (65%)	14 (22%)	8 (13%)	0 (0%)	0 (0%)
	5	41 (73%)	10 (18%)	5 (9%)	0 (0%)	0 (0%)
	6	30 (59%)	16 (31%)	4 (8%)	1 (2%)	0 (0%)
	7	16 (50%)	8 (25%)	8 (25%)	0 (0%)	0 (0%)
	8	3 (19%)	5 (31%)	8 (50%)	0 (0%)	0 (0%)
	Total	253 (63%)	98 (24%)	47 (12%)	2 (1%)	0 (0%)
4. To what extent has the program helped you in working with your child?	1	24 (48%)	11 (22%)	15 (30%)	0 (0%)	0 (0%)
	2	22 (41%)	15 (28%)	15 (28%)	2 (4%)	0 (0%)
	3	41 (53%)	19 (24%)	17 (22%)	1 (1%)	0 (0%)
	4	28 (44%)	21 (33%)	14 (22%)	0 (0%)	0 (0%)
	5	27 (48%)	17 (30%)	12 (21%)	0 (0%)	0 (0%)
	6	21 (41%)	18 (35%)	10 (20%)	2 (4%)	0 (0%)
	7	12 (38%)	10 (31%)	9 (28%)	0 (0%)	1 (3%)
	8	4 (25%)	4 (25%)	7 (44%)	1 (6%)	0 (0%)
	Total	179 (45%)	115 (29%)	99 (25%)	6 (2%)	1(<1%)

Continued

APPENDIX F-2 Continued

Item	Team	Ratings				
		5	4	3	2	1
5. How useful do you find the weekly Home Activity Guides?	1	30 (60%)	12 (24%)	8 (16%)	0 (0%)	0 (0%)
	2	29 (54%)	6 (11%)	17 (31%)	1 (2%)	1 (2%)
	3	44 (56%)	21 (27%)	12 (15%)	0 (0%)	1 (1%)
	4	31 (49%)	15 (24%)	16 (25%)	0 (0%)	1 (2%)
	5	34 (61%)	12 (21%)	10 (18%)	0 (0%)	0 (0%)
	6	23 (45%)	18 (35%)	9 (18%)	1 (2%)	0 (0%)
	7	14 (44%)	8 (25%)	10 (31%)	0 (0%)	0 (0%)
	8	4 (25%)	4 (25%)	8 (50%)	0 (0%)	0 (0%)
	Total	209 (52%)	96 (24%)	90 (22%)	2 (1%)	3 (1%)
6. To what extent would you recommend this program to other parents of four year olds?	1	48 (96%)	2 (4%)	0 (0%)	0 (0%)	0 (0%)
	2	49 (91%)	3 (6%)	2 (4%)	0 (0%)	0 (0%)
	3	71 (91%)	2 (3%)	5 (6%)	0 (0%)	0 (0%)
	4	60 (95%)	2 (3%)	1 (2%)	0 (0%)	0 (0%)
	5	54 (96%)	2 (4%)	0 (0%)	0 (0%)	0 (0%)
	6	44 (86%)	5 (10%)	1 (2%)	1 (2%)	0 (0%)
	7	28 (88%)	2 (6%)	2 (6%)	0 (0%)	0 (0%)
	8	13 (81%)	3 (19%)	0 (0%)	0 (0%)	0 (0%)
	Total	367 (92%)	21 (5%)	11 (3%)	1(<1%)	0 (0%)

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[1] Team 1 = Bermuda and Cool Valley
Team 2 = Lee Hamilton, Vogt, and Central
Team 3 = Walnut Grove and Griffith
Team 4 = Graham, Combs and DeSmet
Team 5 = Duchesne and Robinwood
Team 6 = Parker Road and Mark Twain
Team 7 = Commons Lane and Halls Ferry
Team 8 = Wedgwood

APPENDIX G

Frequency Distributions of Further Diagnostic Screening Test Battery and Follow Up Administered to Pupils Identified as Learning Disabled (N=18)

Scores in Months	Beery		Peabody		Ozeretsky		Sievers		Standard Scores*	Goodenough-Harris	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post		Pre	Post
33-34	2								55-56		
35-36		1					2		57-58	1	
37-38	1		1				2		59-60		
39-40			1	1			1		61-62		
41-42								1	63-64		
43-44			1						65-66	2	
45-46	1		1				2		67-68	1	
47-48			1		1		3		69-70	3	1
49-50	3	1			1		1		71-72		
51-52	5	1					5		73-74	3	1
53-54	2	1	1						75-76	1	
55-56		1	2		2		2		77-78		
57-58	1	3		1	2				79-80		
59-60	2	2	2		3				81-82	2	
61-62			2		1				83-84		
63-64		2							85-86	2	3
65-66	1	1	1	1					87-88		3
67-68		2	3	1	2	2			89-90		1
69-70			1	3				1	91-92	2	2
71-72								1	93-94		
73-74								2	95-96		
75-76					1	1		1	97-98		1
77-78		1		3		1		3	99-100		2
79-80				1		4		9	101-102		
81-82				1		1			103-104		
83-84						2			105-106		
85-86		2		1					107-108		
87-88				2					109-110		1
89-90						1			111-112		
91-92				1		1			113-114		
93-94			1						115-116		1
95-96									117-118		
97-98				1					119-120		
99-100									121 and above		1
101-102				1							

* Mean of 100, standard deviation of 15.

APPENDIX H-1

Initial Teacher Ratings of Pupils' Adjustment For All Pupils (N=798), Pupils Identified as Having Emotional Problems (N=289), Pupils Identified as Having No Handicaps (N=417), and All Pupils Identified as Having Special Problems or Handicaps (N=381)

1. Relationships with Peers

	1	2	3	4	5	Blank (No Rating)
	Poor		Fair		Good	
*ED	24 (8%)	53 (18%)	100 (35%)	88 (30%)	23 (8%)	1
NH	4 (1%)	9 (2%)	96 (23%)	217 (53%)	85 (21%)	6
H	29 (8%)	69 (18%)	123 (32%)	125 (33%)	34 (9%)	1
Total	33 (4%)	78 (10%)	219 (28%)	342 (43%)	119 (15%)	7

2. Relationships with Nursery School Teachers

	1	2	3	4	5	
	Poor		Fair		Good	
ED	24 (8%)	40 (14%)	90 (31%)	103 (36%)	31 (11%)	1
NH	3 (1%)	12 (3%)	84 (20%)	201 (49%)	111 (27%)	6
H	24 (6%)	47 (12%)	123 (32%)	144 (38%)	42 (11%)	1
Total	27 (3%)	59 (7%)	207 (26%)	345 (44%)	153 (19%)	7

3. Creative Use of Individual Activities

	1	2	3	4	5	
	Poor		Fair		Good	
ED	13 (4%)	31 (11%)	106 (37%)	95 (33%)	43 (15%)	1
NH	1 (<1%)	5 (1%)	92 (22%)	212 (52%)	101 (25%)	6
H	15 (4%)	43 (11%)	138 (36%)	132 (35%)	52 (14%)	1
Total	16 (2%)	48 (6%)	230 (29%)	344 (43%)	153 (19%)	7

4. Signs of Behavioral Immaturity

	1	2	3	4	5	
	Many		Few		None	
ED	18 (6%)	38 (13%)	83 (29%)	103 (36%)	46 (16%)	1
NH	1 (<1%)	10 (2%)	65 (16%)	178 (43%)	157 (38%)	6
H	21 (6%)	50 (13%)	104 (27%)	145 (38%)	60 (16%)	1
Total	22 (3%)	60 (8%)	169 (21%)	323 (41%)	217 (27%)	7

APPENDIX H-1 Continued

5. Signs of Behavioral Eccentricity

	1 Many	2	3 Few	4	5 None	Blank (No Rating)
ED	13 (4%)	33 (11%)	80 (28%)	95 (33%)	68 (24%)	0
NH	0 (0%)	6 (1%)	52 (13%)	180 (44%)	173 (42%)	6
H	14 (4%)	42 (11%)	101 (27%)	138 (36%)	86 (23%)	0
Total	14 (2%)	48 (6%)	153 (19%)	318 (40%)	259 (33%)	6

6. Deviance in Family Structure

	1 Gross	2	3 Minor	4	5 None	
ED	4 (1%)	11 (4%)	53 (18%)	72 (25%)	149 (52%)	0
NH	5 (1%)	6 (1%)	37 (9%)	87 (21%)	276 (67%)	6
H	6 (2%)	15 (4%)	63 (17%)	98 (26%)	198 (52%)	1
Total	11 (1%)	21 (3%)	100 (13%)	185 (23%)	474 (60%)	7

7. Pathological Family Relationships

	1 Gross	2	3 Minor	4	5 None	
ED	4 (1%)	19 (7%)	48 (17%)	69 (24%)	149 (52%)	0
NH	2 (<1%)	6 (1%)	14 (3%)	71 (17%)	318 (78%)	6
H	4 (1%)	22 (6%)	57 (15%)	92 (24%)	206 (54%)	0
Total	6 (1%)	28 (4%)	71 (9%)	163 (21%)	524 (66%)	6

Total Adjustment Score

	Low	Low Medium	High Medium	High	
ED	14 (5%)	21 (7%)	57 (20%)	196 (68%	1
NH	1 (<1%)	5 (1%)	9 (2%)	396 (96%)	6
H	15 (4%)	25 (7%)	70 (18%)	270 (71%)	1
Total	16 (2%)	30 (4%)	79 (10%)	666 (84%)	7

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* Total represents 798 pupils evaluated
ED represents 289 pupils rated as having emotional disturbances
NH represents 417 pupils rated as having no handicap
H represents 381 pupils rated as having special problems or handicaps

APPENDIX H-2

Final Teacher Ratings of Pupils' Adjustment for All Pupils (N=797), Pupils Identified as Having Emotional Problems (N=243), Pupils Identified as Having No Handicaps (N=450), and all Pupils Identified as Having Special Problems or Handicaps (N=347)

1. Relationship with Peers

	1 Poor	2	3 Fair	4	5 Good	Blank (No rtg.
*ED	12 (5%)	24 (10%)	71 (29%)	69 (29%)	66 (27%)	1
NH	1 (<1%)	23 (6%)	53 (13%)	140 (34%)	195 (47%)	38
H	16 (5%)	32 (9%)	99 (29%)	96 (28%)	102 (30%)	2
Total	17 (2%)	55 (7%)	152 (20%)	236 (31%)	297 (39%)	40

2. Relationships with Nursery School Teachers

	1 Poor	2	3 Fair	4	5 Good	
ED	2 (1%)	28 (12%)	68 (28%)	83 (34%)	61 (25%)	1
NH	3 (1%)	12 (3%)	73 (18%)	133 (32%)	191 (46%)	38
H	3 (1%)	38 (11%)	92 (27%)	116 (34%)	96 (28%)	2
Total	6 (1%)	50 (7%)	165 (22%)	249 (33%)	287 (38%)	40

3. Creative Use of Individual Activities

	1 Poor	2	3 Fair	4	5 Good	
ED	1 (<1%)	8 (3%)	59 (24%)	75 (31%)	99 (41%)	1
NH	1 (<1%)	4 (1%)	46 (11%)	143 (35%)	218 (53%)	38
H	2 (1%)	12 (3%)	80 (23%)	113 (33%)	138 (40%)	2
Total	3 (<1%)	16 (2%)	126 (17%)	256 (34%)	356 (47%)	40

4. Signs of Behavioral Immaturity

	1 Many	2	3 Few	4	5 None	
ED	2 (1%)	14 (6%)	63 (26%)	89 (37%)	74 (31%)	1
NH	2 (<1%)	10 (2%)	47 (11%)	163 (40%)	190 (46%)	38
H	2 (1%)	23 (7%)	88 (25%)	130 (38%)	102 (30%)	2
Total	4 (1%)	33 (4%)	135 (18%)	293 (39%)	292 (39%)	40

5. Signs of Behavioral Eccentricity

	1 Many	2	3 Few	4	5 None	
ED	5 (2%)	23 (10%)	56 (23%)	89 (37%)	69 (29%)	1
NH	4 (1%)	13 (3%)	51 (12%)	161 (39%)	183 (44%)	38
H	6 (2%)	29 (8%)	85 (25%)	123 (36%)	102 (30%)	2
Total	10 (1%)	42 (6%)	136 (18%)	284 (38%)	285 (38%)	40

Continued

APPENDIX H-2 Continued

6. Deviance in Family Structure

	1 Gross	2	3 Minor	4	5 None	Blank (No rtg
ED	7 (3%)	12 (5%)	35 (14%)	59 (24%)	129 (53%)	1
NH	1 (<1%)	12 (3%)	31 (8%)	96 (23%)	272 (66%)	38
H	8 (2%)	16 (5%)	46 (13%)	92 (27%)	183 (53%)	2
Total	9 (1%)	28 (4%)	77 (10%)	188 (25%)	455 (60%)	40

7. Pathological Family Relationships

	1 Gross	2	3 Minor	4	5 None	
ED	4 (2%)	12 (5%)	37 (15%)	66 (27%)	123 (51%)	1
NH	5 (1%)	13 (3%)	27 (7%)	67 (16%)	300 (73%)	38
H	5 (1%)	14 (4%)	55 (16%)	89 (26%)	182 (53%)	2
Total	10 (1%)	27 (4%)	82 (11%)	156 (21%)	482 (64%)	40

Total Adjustment Score

	Low	Low Medium	High Medium	High	
ED	4 (2%)	3 (1%)	37 (15%)	198 (82%)	1
NH	3 (1%)	5 (1%)	17 (4%)	387 (94%)	38
H	7 (2%)	5 (1%)	45 (13%)	288 (83%)	2
Total	10 (1%)	10 (1%)	62 (8%)	675 (89%)	40

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* Total represents 797 pupils evaluated
ED represents 243 pupils identified as having emotional disturbances
NH represents 450 pupils identified as having no handicap
H represents 347 pupils identified as having special problems or handicaps

APPENDIX I

Frequency Distributions of Further Screening Test Battery and Follow Up Administered to Pupils Identified as Mentally Retarded (N=8)

Scores in Months	Stanford-Binet		Vineland Social Maturity	
	Pre	Post	Pre	Post
31-32	1			
33-34				
35-36				
37-38				
39-40	1			
41-42	2		2	
43-44	2			
45-46	2			1
47-48		1	1	
49-50				
51-52		2	1	
53-54		1	1	
55-56		3		
57-58			1	2
59-60		1		1
61-62			1	
63-64				1
65-66				
67-68				1
69-70				1

APPENDIX J-1

Percentile Rank Norms Developed for Entering Kindergarten Pupils
Using Data Collected on Pupils Entering Kindergarten
Classes Within the District in the Fall of 1970
($\underline{N}$ = 1505) on the Screening Test of
Academic Readiness Subtests

Raw Score	Subtests I	II	III	IV	V	VI	VII	VIII
0		3	1	2	<1	1	<1	1
1	<1	10	4	11	<1	2	1	4
2	<1	18	10	18	2	2	2	9
3	1	25	23	35	6	3	5	15
4	2	32	32	75	14	5	10	22
5	4	40	48		31	10	18	29
6	10	49	81		56	18	33	35
7	14	69			72	24	58	41
8	21	83			82	31	86	49
9	39	85			96	43		59
10	61	93				57		67
11	73					64		75
12	83					71		82
13	96					84		89
14						93		93
15						98		97
16						99		
Reliability KR_{21}	.56	.80	.70	.68	.43	.71	.57	.83
Standard Error	1.52	1.33	.90	.68	1.36	1.83	1.06	1.66

APPENDIX J-2

Percentile Rank Norms Developed for Entering Kindergarten Pupils Using Data Collected on Pupils Entering Kindergarten Classes Within the District in the Fall of 1970 (N = 1505) on the Screening Test of Academic Readiness Subtests

Raw Score	Percentile Rank	Percentile Rank Range*	Raw Score	Percentile Rank	Percentile Rank Range
10 or less	<1	<1	49	37	28-48
11-16	<1	<1-1	50	39	30-51
17-18	1	<1-2	51	42	31-54
19-20	1	1-2	52	45	34-57
21-22	2	1-3	53	48	37-60
23-24	2	1-4	54	51	39-63
25	3	2-5	55	54	42-66
26	3	2-6	56	57	45-70
27	4	2-7	57	60	48-73
28	4	2-8	58	63	51-75
29	5	3-9	59	66	54-78
30	6	3-10	60	70	57-81
31	7	4-11	61	73	60-84
32	8	4-12	62	75	63-87
33	9	5-15	63	78	66-89
34	10	6-16	64	81	70-91
35	11	7-17	65	84	73-93
36	12	8-18	66	87	75-95
37	15	9-20	67	89	78-97
38	15	10-22	68	91	81-97
39	17	11-24	69	93	84-98
40	18	12-26	70	95	87-99
41	20	15-28	71	97	89-99
42	22	15-30	72	97	91-99+
43	24	17-31	73	98	93-99+
44	26	18-34	74	99	95-99+
45	28	20-37	75-76	99	97-99+
46	30	22-39	77	99+	98-99+
47	31	24-42	78-79	99+	98-99+
48	34	26-45	80-81	99+	99+

*Percentile rank ranges were calculated using the Standard Error of Measurement ($SE_m = 4.08$) from the results of this sample ($KR_{21} = .90$).

APPENDIX J-3

Summary of Results Obtained on the Screening Test of Academic Readiness Given to Kindergarten Pupils in 1970 (N = 1505) and 1971 (N = 1212)

Test	Sample	Mean	Median	Standard Deviation	F	p
I	1970 1971	9.45 9.41	9.54 9.57	2.31 2.26	<1	n.s.
II	1970 1971	5.44 5.48	6.05 5.59	2.96 2.84	<1	n.s.
III	1970 1971	4.51 4.46	5.07 5.03	1.64 1.66	<1	n.s.
IV	1970 1971	3.08 2.97	3.47 3.46	1.20 1.31	5.60	.025
V	1970 1971	5.90 5.82	5.80 5.75	1.82 1.80	<1	n.s.
VI	1970 1971	9.45 9.38	9.52 9.53	3.38 3.30	<1	n.s.
VII	1970 1971	6.37 6.35	6.74 6.68	1.61 1.59	<1	n.s.
VIII	1970 1971	7.84 7.78	8.11 8.01	4.04 4.09	<1	n.s.
Total	1970 1971	52.15 51.62	53.67 53.03	12.76 13.01	1.14	n.s.

APPENDIX K

Results of Analyses of Variance and Duncan's Multiple Range Tests with Extension for Unequal Replications for Entering Kindergarten Pupils (1971) on the Screening Test of Academic Readiness and "Introducing My Child"

Variable	Total Sample			8 Schools[1]		
	F	Group[4]	$\overline{X}$ and Duncan's[5] Results	F	Group	$\overline{X}$ and Duncan's Results
STAR I Picture Vocabulary		PCEE[4]	9.69		PCEE	9.68
		P-S	9.72 d		P-S	8.98
	5.20 <.01	Control	9.27	2.50 ns	Control	9.21
II Letters		PCEE	5.20		PCEE	5.21
		P-S	6.49 c,d		P-S	5.37
	23.54<.005	Control	5.18	2.40 ns	Control	4.68
III Picture Completion		PCEE	4.35		PCEE	4.34
		P-S	4.73 c,d		P-S	4.44
	5.02 <.01	Control	4.38	<1 ns	Control	4.31
IV Copying		PCEE	3.04		PCEE	3.03
		P-S	3.23 d		P-S	3.02
	7.97<.005	Control	2.87	2.40 ns	Control	2.75
V Picture Description		PCEE	6.02		PCEE	6.02
		P-S	6.04 d		P-S	5.84
	4.20<.025	Control	5.72	<1 ns	Control	5.76
VI Human Figure Drawing		PCEE	8.83		PCEE	8.86
		P-S	10.11 c,d		P-S	9.79
	9.63<.005	Control	9.22	1.82 ns	Control	8.85
VII Relationships		PCEE	6.66		PCEE	6.66
		P-S	6.68 a,d		P-S	6.19 b
	12.51<.005	Control	6.19	7.50 <.005	Control	6.00
VIII Numbers		PCEE	7.80		PCEE	7.83
		P-S	8.91 c,d		P-S	7.98 b
	14.33<.005	Control	7.40	3.36 <.05	Control	6.90
TOTAL		PCEE	51.09		PCEE	51.11
		P-S	55.87 c,d		P-S	51.61
	19.90<.005	Control	50.28	2.39 ns	Control	48.49
Puts on/takes off gloves		PCEE	1.80		PCEE	1.80
		P-S	1.84		P-S	1.77
	2.96 ns	Control	1.77	1.23 ns	Control	1.72
Puts on/takes off coat		PCEE	1.95		PCEE	1.95
		P-S	1.95 d		P-S	2.00 b,d
	3.16 <.05	Control	1.90	5.07 <.01	Control	1.87
Puts on/takes off boots		PCEE	1.56		PCEE	1.56
		P-S	1.58		P-S	1.53
	<1 ns	Control	1.54	<1 ns	Control	1.49
Fastens zippers		PCEE	1.74		PCEE	1.76
		P-S	1.79		P-S	1.77
	1.56 ns	Control	1.73	<1 ns	Control	1.71
Fastens buttons		PCEE	1.79		PCEE	1.79
		P-S	1.84		P-S	1.82
	1.48 ns	Control	1.78	1.33 ns	Control	1.73

APPENDIX K (continued)

Variable	6 Schools[2]			4 Schools[3]		
	F	Group	$\overline{X}$ and Duncan's Results	F	Group	$\overline{X}$ and Duncan's Results
STAR I Picture Vocabulary		PCEE	9.68		PCEE	9.65
		P-S	8.52 a,b		P-S	8.92 b
	5.05 <.01	Control	8.96	4.36 <.025	Control	8.81
II Letters		PCEE	5.21		PCEE	5.24
		P-S	4.71 b		P-S	4.08 b
	3.27 <.05	Control	4.40	5.95 <.005	Control	4.07
III Picture Completion		PCEE	4.34		PCEE	4.34
		P-S	4.19		P-S	4.08 b
	<1 ns	Control	4.16	3.17 <.05	Control	3.76
IV Copying		PCEE	3.03		PCEE	3.02
		P-S	2.71 b		P-S	2.38 b
	6.17 <.005	Control	2.48	4.99 <.01	Control	2.50
V Picture Description		PCEE	6.02		PCEE	6.02
		P-S	5.84		P-S	6.00 b
	1.59 ns	Control	5.66	3.49 <.05	Control	5.43
VI Human Figure Drawing		PCEE	8.86		PCEE	8.80
		P-S	9.71 a,b		P-S	10.15 d
	4.29 <.025	Control	8.09	5.12 <.01	Control	7.64
VII Relationships		PCEE	6.66		PCEE	6.65
		P-S	5.74 a,b		P-S	5.92 b
	9.98 <.005	Control	5.89	10.04 <.005	Control	5.76
VIII Numbers		PCEE	7.83		PCEE	7.79
		P-S	7.10 b		P-S	8.31 b,d
	7.97 <.005	Control	6.06	10.91 <.005	Control	5.62
TOTAL		PCEE	51.11		PCEE	50.97
		P-S	48.68 b		P-S	50.15 b
	6.12 <.005	Control	45.73	9.26 <.005	Control	43.63
Puts on/takes off gloves		PCEE	1.80		PCEE	1.82
		P-S	1.74		P-S	1.85
	2.25 ns	Control	1.67	3.03 ns	Control	1.67
Puts on/takes off coat		PCEE	1.95		PCEE	1.95
		P-S	2.00 b,d		P-S	2.00 b
	4.95 <.01	Control	1.85	5.11 <.01	Control	1.81
Puts on/takes off boots		PCEE	1.56		PCEE	1.57
		P-S	1.42		P-S	1.69
	1.01 ns	Control	1.47	1.89 ns	Control	1.43
Fastens zippers		PCEE	1.76		PCEE	1.78
		P-S	1.74		P-S	1.69
	<1 ns	Control	1.73	<1 ns	Control	1.74
Fastens buttons		PCEE	1.79		PCEE	1.80
		P-S	1.77		P-S	1.85
	1.33 ns	Control	1.70	1.12 ns	Control	1.72

APPENDIX K (continued)

Variable	Bermuda				Central			
	F		Group	$\bar{X}$ and Duncan's Results	F		Group	$\bar{X}$ and Duncan's Results
STAR I Picture Vocabulary			PCEE	9.58			PCEE	9.79
			P-S	10.00			P-S	8.33
	<1	ns	Control	8.87	1.88	ns	Control	8.78
II Letters			PCEE	6.42			PCEE	3.66
			P-S	4.25 b			P-S	4.67
	4.07	<.025	Control	3.80	2.26	ns	Control	2.72
III Picture Completion			PCEE	4.35			PCEE	4.42
			P-S	5.00			P-S	4.00
	<1	ns	Control	3.87	<1	ns	Control	3.78
IV Copying			PCEE	3.23			PCEE	3.00
			P-S	2.25 b			P-S	1.67
	4.95	<.025	Control	1.80	2.05	ns	Control	2.17
V Picture Description			PCEE	5.85			PCEE	6.34
			P-S	6.75			P-S	6.33
	<1	ns	Control	6.07	<1	ns	Control	5.67
VI Human Figure Drawing			PCEE	9.42			PCEE	8.13
			P-S	11.75			P-S	5.33
	2.17	ns	Control	7.80	1.20	ns	Control	7.06
VII Relationships			PCEE	6.50			PCEE	7.00
			P-S	6.75			P-S	4.33 a,b
	<1	ns	Control	6.33	8.11	<.005	Control	5.78
VIII Numbers			PCEE	8.81			PCEE	8.05
			P-S	8.25			P-S	8.67
	2.39	ns	Control	5.93	<1	ns	Control	6.44
TOTAL			PCEE	54.12			PCEE	50.39
			P-S	55.00			P-S	43.33
	2.33	ns	Control	44.47	2.63	ns	Control	42.39
Puts on/takes off gloves			PCEE	1.69			PCEE	1.82
			P-S	2.00			P-S	2.00
	<1	ns	Control	1.73	<1	ns	Control	1.78
Puts on/takes off coat			PCEE	1.93			PCEE	1.92
			P-S	2.00			P-S	2.00
	<1	ns	Control	1.80	<1	ns	Control	1.83
Puts on/takes off boots			PCEE	1.58			PCEE	1.58
			P-S	2.00			P-S	1.33
	1.81	ns	Control	1.33	<1	ns	Control	1.56
Fastens zippers			PCEE	1.85			PCEE	1.76
			P-S	1.75			P-S	1.33
	<1	ns	Control	1.67	1.42	ns	Control	1.78
Fastens buttons			PCEE	1.81			PCEE	1.79
			P-S	2.00			P-S	2.00
	1.47	ns	Control	1.60	<1	ns	Control	1.67

APPENDIX K (continued)

Variable	Cool Valley F	Cool Valley Group	Cool Valley $\bar{X}$ and Duncan's Results	Walnut Grove F	Walnut Grove Group	Walnut Grove $\bar{X}$ and Duncan's Results
STAR I Picture Vocabulary		PCEE	9.36		PCEE	9.82
		P-S			P-S	8.50 b
	<1 ns	Control	8.99	3.34 <.05	Control	8.59
II Letters		PCEE	5.37		PCEE	6.00
		P-S			P-S	3.67 b
	<1 ns	Control	4.98	6.69 <.005	Control	3.72
III Picture Completion		PCEE	4.13		PCEE	4.42
		P-S			P-S	3.50
	1.61 ns	Control	3.52	1.14 ns	Control	4.00
IV Copying		PCEE	2.83		PCEE	3.06
		P-S			P-S	2.83
	<1 ns	Control	2.67	<1 ns	Control	2.72
V Picture Description		PCEE	5.87		PCEE	5.91
		P-S			P-S	5.33
	2.59 ns	Control	5.26	<1 ns	Control	5.28
VI Human Figure Drawing		PCEE	8.03		PCEE	9.79
		P-S			P-S	11.50
	2.17 ns	Control	6.96	2.09 ns	Control	8.67
VII Relationships		PCEE	6.33		PCEE	6.64
		P-S			P-S	6.17
	4.42<.05	Control	5.49	2.12 ns	Control	5.87
VIII Numbers		PCEE	6.27		PCEE	8.06
		P-S			P-S	8.17 b
	<1 ns	Control	5.65	7.08 <.005	Control	5.08
TOTAL		PCEE	48.37		PCEE	51.52
		P-S			P-S	50.33
	2.36 ns	Control	43.50	2.65 ns	Control	44.03
Puts on/takes off gloves		PCEE	1.83		PCEE	1.91
		P-S			P-S	1.67 b
	2.37 ns	Control	1.67	3.43 <.05	Control	1.62
Puts on/takes off coat		PCEE	1.97		PCEE	2.00
		P-S			P-S	2.00 b
	2.04 ns	Control	1.87	3.58 <.05	Control	1.74
Puts on/takes off boots		PCEE	1.57		PCEE	1.58
		P-S			P-S	1.67
	<1 ns	Control	1.52	1.58 ns	Control	1.31
Fastens zippers		PCEE	1.60		PCEE	1.91
		P-S			P-S	1.83
	2.35 ns	Control	1.78	2.01 ns	Control	1.69
Fastens buttons		PCEE	1.70		PCEE	1.91
		P-S			P-S	1.67
	<1 ns	Control	1.70	1.34 ns	Control	1.82

APPENDIX K (continued)

Variable	Total Sample				8 Schools			
	F		Group	$\overline{X}$ and Duncan's Results	F		Group	$\overline{X}$ and Duncan's Results
Follows simple directions without reminding			PCEE	1.62			PCEE	1.62
			P-S	1.70 d			P-S	1.61
	6.57	<.005	Control	1.57	<1	ns	Control	1.58
Tells what he wants or needs			PCEE	1.92			PCEE	1.92
			P-S	1.95			P-S	1.95
	1.29	ns	Control	1.92	<1	ns	Control	1.90
Takes turns with other children			PCEE	1.59			PCEE	1.60
			P-S	1.68 c			P-S	1.61
	3.02	<.05	Control	1.60	<1	ns	Control	1.60
Takes good care of things he uses			PCEE	1.53			PCEE	1.53
			P-S	1.55			P-S	1.40
	<1	ns	Control	1.52	1.86	ns	Control	1.56
Remembers rules of games he plays			PCEE	1.50			PCEE	1.50
			P-S	1.59			P-S	1.49
	2.83	ns	Control	1.50	<1	ns	Control	1.48
Plays alone			PCEE	1.26			PCEE	1.27
			P-S	1.19			P-S	1.23
	1.04	ns	Control	1.23	<1	ns	Control	1.22
Plays with a few other children			PCEE	1.69			PCEE	1.69
			P-S	1.58 a,b			P-S	1.63 b
	4.73	<.01	Control	1.54	3.03	<.05	Control	1.56
Plays with many children			PCEE	1.25			PCEE	1.24
			P-S	1.35 d			P-S	1.32
	3.29	<.05	Control	1.22	1.22	ns	Control	1.17
Speaks in sentences			PCEE	2.00			PCEE	2.00
			P-S	1.98 b,d			P-S	1.93 b
	6.78	<.005	Control	1.93	4.17	<.025	Control	1.91
Tells colors of things			PCEE	1.94			PCEE	1.95
			P-S	1.91 b,d			P-S	1.84 b
	12.81	<.005	Control	1.80	8.80	<.005	Control	1.77
Says rhymes, sings songs			PCEE	1.75			PCEE	1.75
			P-S	1.80 b,d			P-S	1.72 b
	10.05	<.005	Control	1.64	3.68	<.05	Control	1.60
Identifies a few letters of alphabet			PCEE	1.72			PCEE	1.73
			P-S	1.79 b,d			P-S	1.61 b
	14.45	<.005	Control	1.56	7.76	<.005	Control	1.44
Identifies many letters of alphabet			PCEE	1.38			PCEE	1.38
			P-S	1.48 b,d			P-S	1.37 b,d
	27.55	<.005	Control	1.04	15.01	<.005	Control	.91
Counts 1 to 10			PCEE	1.95			PCEE	1.95
			P-S	1.95			P-S	1.81
	1.66	ns	Control	1.91	3.01	ns	Control	1.88

APPENDIX K (continued)

Variable	6 Schools				4 Schools			
	F		Group	$\bar{X}$ and Duncan's Results	F		Group	$\bar{X}$ and Duncan's Results
Follows simple directions without reminding			PCEE	1.62			PCEE	1.62
			P-S	1.52			P-S	1.46
	<1	ns	Control	1.54	1.49	ns	Control	1.52
Tells what he wants or needs			PCEE	1.92			PCEE	1.92
			P-S	1.94			P-S	1.92
	<1	ns	Control	1.90	<1	ns	Control	1.92
Takes turns with other children			PCEE	1.60			PCEE	1.59
			P-S	1.61			P-S	1.46
	<1	ns	Control	1.56	<1	ns	Control	1.51
Takes good care of things he uses			PCEE	1.53			PCEE	1.54
			P-S	1.39			P-S	1.15 a,f
	1.77	ns	Control	1.58	3.52	<.05	Control	1.56
Remembers rules of games he plays			PCEE	1.50			PCEE	1.50
			P-S	1.39			P-S	1.38
	<1	ns	Control	1.46	1.27	ns	Control	1.38
P[illegible]s alone			PCEE	1.27			PCEE	1.27
			P-S	1.26			P-S	1.31
	1.03	ns	Control	1.19	1.14	ns	Control	1.18
Plays with a few other children			PCEE	1.69			PCEE	1.69
			P-S	1.52 b			P-S	1.62 b
	4.65	<.025	Control	1.52	7.22	<.005	Control	1.44
Plays with many children			PCEE	1.24			PCEE	1.26
			P-S	1.26			P-S	1.15
	1.53	ns	Control	1.11	1.08	ns	Control	1.19
Speaks in sentences			PCEE	2.00			PCEE	2.00
			P-S	1.94 b			P-S	1.85 b
	4.68	1%	Control	1.90	5.63	<.005	Control	1.87
Tells colors of things			PCEE	1.95			PCEE	1.94
			P-S	1.81 b			P-S	1.77 b
	10.33	<.005	Control	1.73	9.65	<.005	Control	1.74
Says rhymes, sings songs			PCEE	1.75			PCEE	1.74
			P-S	1.77 b			P-S	1.85 b
	5.35	<.005	Control	1.56	4.41	<.025	Control	1.55
Identifies a few letters of alphabet			PCEE	1.73			PCEE	1.72
			P-S	1.52 b			P-S	1.62 b
	10.37	<.005	Control	1.36	10.78	<.005	Control	1.31
Identifies many letters of alphabet			PCEE	1.38			PCEE	1.38
			P-S	1.13 b,d			P-S	1.31 b,d
	18.52	<.005	Control	.77	19.63	<.005	Control	.68
Counts 1 to 10			PCEE	1.95			PCEE	1.95
			P-S	1.84			P-S	2.00 b
	2.77	ns	Control	1.85	5.02	<.01	Control	1.81

APPENDIX K (continued)

Variable	Bermuda			Central		
	F	Group	$\bar{X}$ and Duncan's Results	F	Group	$\bar{X}$ and Duncan's Results
Follows simple directions without reminding		PCEE	1.62		PCEE	1.68
		P-S	1.50		P-S	1.33
	<1 ns	Control	1.47	<1 ns	Control	1.56
Tells what he wants or needs		PCEE	1.92		PCEE	1.89
		P-S	2.00		P-S	2.00
	<1 ns	Control	1.93	<1 ns	Control	1.78
Takes turns with other children		PCEE	1.46		PCEE	1.63
		P-S	1.75		P-S	1.33
	<1 ns	Control	1.40	<1 ns	Control	1.50
Takes good care of things he uses		PCEE	1.65		PCEE	1.47
		P-S	1.50		P-S	1.00
	<1 ns	Control	1.80	1.76 ns	Control	1.28
Remembers rules of games he plays		PCEE	1.62		PCEE	1.39
		P-S	1.75		P-S	1.00 e
	2.66 ns	Control	1.20	3.22 <.05	Control	1.78
Pl[illegible] alone		PCEE	1.15		PCEE	1.47
		P-S	1.00		P-S	1.67
	1.11 ns	Control	1.40	1.33 ns	Control	1.28
Plays with a few other children		PCEE	1.54		PCEE	1.71
		P-S	1.75		P-S	1.33
	1.01 ns	Control	1.33	2.08 ns	Control	1.44
Plays with many children		PCEE	1.31		PCEE	1.00
		P-S	1.25		P-S	1.00
	1.23 ns	Control	.93	<1 ns	Control	1.00
Speaks in sentences		PCEE	2.00		PCEE	2.00
		P-S	2.00		P-S	1.33 a,f
	<1 ns	Control	2.00	7.64 <.005	Control	1.83
Tells colors of things		PCEE	1.92		PCEE	2.00
		P-S	2.00		P-S	1.33 a,b
	<1 ns	Control	1.87	13.49 <.005	Control	1.67
Says rhymes, sings songs		PCEE	1.73		PCEE	1.68
		P-S	2.00		P-S	1.67
	1.63 ns	Control	1.47	<1 ns	Control	1.61
Identifies a few letters of alphabet		PCEE	1.50		PCEE	1.82
		P-S	2.00		P-S	1.67 b
	2.20 ns	Control	1.13	5.14 <.01	Control	1.22
Identifies many letters of alphabet		PCEE	1.35		PCEE	1.61
		P-S	1.50 b		P-S	1.33 b
	3.85 <.05	Control	.60	7.14 <.005	Control	.72
Counts 1 to 10		PCEE	1.92		PCEE	1.94
		P-S	2.00		P-S	2.00
	1.01 ns	Control	1.73	1.16 ns	Control	1.83

APPENDIX K (continued)

Variable	Cool Valley F	Cool Valley Group	Cool Valley $\overline{X}$ and Duncan's Results	Walnut Grove F	Walnut Grove Group	Walnut Grove $\overline{X}$ and Duncan's Results
Follows simple directions without reminding		PCEE	1.60		PCEE	1.58
		P-S			P-S	1.50
	<1 ns	Control	1.54	<1 ns	Control	1.49
Tells what he wants or needs		PCEE	1.93		PCEE	1.94
		P-S			P-S	1.83
	<1 ns	Control	1.93	<1 ns	Control	1.95
Takes turns with other children		PCEE	1.50		PCEE	1.73
		P-S			P-S	1.33
	<1 ns	Control	1.48	1.96 ns	Control	1.59
Takes good care of things he uses		PCEE	1.43		PCEE	1.61
		P-S			P-S	1.00 a,f
	2.03 ns	Control	1.61	3.26 <.05	Control	1.54
Remembers rules of games he plays		PCEE	1.43		PCEE	1.61
		P-S			P-S	1.33 b
	<1 ns	Control	1.46	4.54 <.025	Control	1.18
Plays alone		PCEE	1.20		PCEE	1.18
		P-S			P-S	1.33
	<1 ns	Control	1.09	<1 ns	Control	1.15
Plays with a few other children		PCEE	1.73		PCEE	1.76
		P-S			P-S	1.67
	5.66 <.025	Control	1.43	2.90 ns	Control	1.49
Plays with many children		PCEE	1.43		PCEE	1.36
		P-S			P-S	1.17
	3.23 ns	Control	1.11	<1 ns	Control	1.26
Speaks in sentences		PCEE	2.00		PCEE	2.00
		P-S			P-S	2.00
	4.59 <.05	Control	1.78	<1 ns	Control	1.95
Tells colors of things		PCEE	1.90		PCEE	1.94
		P-S			P-S	1.83
	2.56 ns	Control	1.74	2.61 ns	Control	1.72
Says rhymes, sings songs		PCEE	1.80		PCEE	1.76
		P-S			P-S	1.83
	3.13 ns	Control	1.54	1.72 ns	Control	1.56
Identifies a few letters of alphabet		PCEE	1.60		PCEE	1.88
		P-S			P-S	1.33 b
	<1 ns	Control	1.54	12.23 <.005	Control	1.13
Identifies many letters of alphabet		PCEE	1.07		PCEE	1.42
		P-S			P-S	1.17 b,d
	<1 ns	Control	1.04	22.29 <.005	Control	.26
Count 1 to 10		PCEE	1.97		PCEE	1.97
		P-S			P-S	2.00
	2.29 ns	Control	1.83	1.78 ns	Control	1.79

APPENDIX K (continued)

Variable	Total Sample			8 Schools		
	F	Group	$\bar{X}$ and Duncan's Results	F	Group	$\bar{X}$ and Duncan's Results
Recognizes numerals 1 to 10		PCEE	1.74		PCEE	1.73
		P-S	1.70 b,d		P-S	1.63 b,d
	19.84<.005	Control	1.44	17.95 <.005	Control	1.31
Tells "how many" in a group of objects		PCEE	1.84		PCEE	1.84
		P-S	1.87 b,d		P-S	1.77 b,d
	14.97<.005	Control	1.69	10.16 <.005	Control	1.59
Tells first name		PCEE	2.00		PCEE	2.00
		P-S	1.98		P-S	1.95
	<1 ns	Control	1.98	2.52 ns	Control	1.99
Tells last name		PCEE	1.92		PCEE	1.92
		P-S	1.94		P-S	1.93
	<1 ns	Control	1.94	<1 ns	Control	1.95
Tells address		PCEE	1.23		PCEE	1.25
		P-S	1.48 c,d		P-S	1.35
	8.74<.005	Control	1.25	<1 ns	Control	1.19
Tells telephone number		PCEE	.89		PCEE	.91
		P-S	1.25 c,d		P-S	.98
	19.80<.005	Control	.86	1.58 ns	Control	.79
Prints first name correctly		PCEE	1.43		PCEE	1.44
		P-S	1.40 b,d		P-S	1.19 b
	23.96<.005	Control	1.06	14.90 <.005	Control	.95
Hops on one foot		PCEE	1.76		PCEE	1.76
		P-S	1.81 d		P-S	1.74
	4.74<.01	Control	1.71	1.83 ns	Control	1.65
Aims a ball		PCEE	1.72		PCEE	1.72
		P-S	1.68		P-S	1.68
	<1 ns	Control	1.71	<1 ns	Control	1.71
Catches a ball		PCEE	1.65		PCEE	1.65
		P-S	1.58		P-S	1.60
	1.09 ns	Control	1.58	<1 ns	Control	1.58
Works a puzzle of 10 or more pieces		PCEE	1.70		PCEE	1.69
		P-S	1.77 d		P-S	1.74 b,d
	7.50 <.005	Control	1.61	4.10 <.025	Control	1.54
Enjoys looking at books		PCEE	1.87		PCEE	1.87
		P-S	1.81		P-S	1.82
	1.39 ns	Control	1.81	<1 ns	Control	1.82
Likes to listen to stories		PCEE	1.91		PCEE	1.91
		P-S	1.88 b		P-S	1.86 b
	3.57 <.05	Control	1.83	3.60 <.05	Control	1.79
Likes to listen to music		PCEE	1.82		PCEE	1.82
		P-S	1.82 b		P-S	1.82
	3.31 <.05	Control	1.74	2.81 ns	Control	1.72

APPENDIX K (continued)

Variable	6 Schools			4 Schools		
	F	Group	$\overline{X}$ and Duncan's Results	F	Group	$\overline{X}$ and Duncan's Results
Recognizes numerals 1 to 10		PCEE	1.73		PCEE	1.74
		P-S	1.55 b,d		P-S	1.77 b,d
	18.54<.005	Control	1.25	19.01 <.005	Control	1.23
Tells "how many" in a group of objects		PCEE	1.84		PCEE	1.84
		P-S	1.68 b		P-S	1.85 b
	11.13<.005	Control	1.54	16.18 <.005	Control	1.44
Tells first name		PCEE	2.00		PCEE	2.00
		P-S	1.90 a,f		P-S	2.00
	4.00<.025	Control	1.98	1.60 ns	Control	1.97
Tells last name		PCEE	1.92		PCEE	1.90
		P-S	1.94		P-S	2.00
	<1 ns	Control	1.94	<1 ns	Control	1.93
Tells address		PCEE	1.25		PCEE	1.24
		P-S	1.29		P-S	.92
	<1 ns	Control	1.14	1.85 ns	Control	1.05
Te[illegible]s telephone number		PCEE	.91		PCEE	.88
		P-S	.87		P-S	.69
	2.38 ns	Control	.70	2.44 ns	Control	.64
Prints first name correctly		PCEE	1.44		PCEE	1.44
		P-S	1.06 a,b		P-S	.92 a,b
	16.30<.005	Control	.89	16.51 <.005	Control	.84
Hops on one foot		PCEE	1.76		PCEE	1.76
		P-S	1.71		P-S	1.69 b
	1.63 ns	Control	1.64	4.76 <.005	Control	1.53
Aims a ball		PCEE	1.72		PCEE	1.72
		P-S	1.74		P-S	1.62
	<1 ns	Control	1.72	<1 ns	Control	1.72
Catches a ball		PCEE	1.65		PCEE	1.65
		P-S	1.65		P-S	1.54
	<1 ns	Control	1.59	1.02 ns	Control	1.56
Works a puzzle of 10 or more pieces		PCEE	1.69		PCEE	1.69
		P-S	1.71 b		P-S	1.69 b
	3.42<.05	Control	1.52	5.81 <.005	Control	1.42
Enjoys looking at books		PCEE	1.87		PCEE	1.87
		P-S	1.87		P-S	1.92
	1.50 ns	Control	1.80	2.82 ns	Control	1.75
Likes to listen to stories		PCEE	1.91		PCEE	1.91
		P-S	1.87 b		P-S	1.69 b
	4.42<.025	Control	1.77	4.56 <.025	Control	1.75
Likes to listen to m[illegible]c		PCEE	1.82		PCEE	1.82
		P-S	1.84		P-S	1.69
	2.67 ns	Control	1.71	1.92 ns	Control	1.70

APPENDIX K (continued)

Variable	Bermuda			Central		
	F	Group	$\bar{X}$ and Duncan's Results	F	Group	$\bar{X}$ and Duncan's Results
Recognizes numerals 1 to 10		PCEE	1.73		PCEE	1.76
		P-S	1.75		P-S	2.00 b,d
	2.43 ns	Control	1.27	6.38 <.005	Control	1.17
Tells "how many" in a group of objects		PCEE	1.77		PCEE	1.76
		P-S	2.00		P-S	1.67
	1.90 ns	Control	1.47	2.49 ns	Control	1.44
Tells first name		PCEE	2.00		PCEE	2.00
		P-S	2.00		P-S	2.00
	<1 ns	Control	2.00	1.14 ns	Control	1.89
Tells last name		PCEE	1.88		PCEE	1.95
		P-S	2.00		P-S	2.00
	<1 ns	Control	1.93	<1 ns	Control	1.89
Tells address		PCEE	1.00		PCEE	1.29
		P-S	1.00		P-S	1.00
	1.44 ns	Control	.53	<1 ns	Control	1.33
Te[illegible]s telephone number		PCEE	1.08		PCEE	.95
		P-S	.75 b		P-S	1.33
	4.16 <.025	Control	.27	<1 ns	Control	.83
Prints first name correctly		PCEE	1.50		PCEE	1.42
		P-S	.75		P-S	1.00
	2.87 ns	Control	.93	1.71 ns	Control	1.00
Hops on one foot		PCEE	1.73		PCEE	1.66
		P-S	2.00		P-S	1.33
	3.09 ns	Control	1.33	<1 ns	Control	1.67
Aims a ball		PCEE	1.92		PCEE	1.63
		P-S	2.00		P-S	1.33
	2.13 ns	Control	1.67	<1 ns	Control	1.72
Catches a ball		PCEE	1.81		PCEE	1.61
		P-S	1.75		P-S	1.33
	<1 ns	Control	1.67	<1 ns	Control	1.39
Works a puzzle of 10 or more pieces		PCEE	1.88		PCEE	1.55
		P-S	2.00 b		P-S	1.67
	3.89 <.05	Control	1.47	<1 ns	Control	1.44
Enjoys looking at books		PCEE	1.84		PCEE	1.84
		P-S	2.00		P-S	1.67
	<1 ns	Control	1.80	<1 ns	Control	1.72
Likes to listen to stories		PCEE	1.85		PCEE	1.89
		P-S	1.50		P-S	1.67
	1.06 ns	Control	1.67	<1 ns	Control	1.78
Likes to listen to m[illegible]ic		PCEE	1.76		PCEE	1.84
		P-S	1.25		P-S	1.67
	1.98 ns	Control	1.60	<1 ns	Control	1.83

APPENDIX K (continued)

Variable	Cool Valley			Walnut Grove		
	F	Group	$\bar{X}$ and Duncan's Results	F	Group	$\bar{X}$ and Duncan's Results
Recognizes numerals 1 to 10		PCEE	1.73		PCEE	1.73
		P-S			P-S	1.67 b,d
	4.27 <.05	Control	1.39	9.64 <.005	Control	1.05
Tells "how many" in a group of objects		PCEE	1.90		PCEE	1.94
		P-S			P-S	1.83 b,d
	6.54 <.025	Control	1.54	11.15 <.005	Control	1.31
Tells first name		PCEE	2.00		PCEE	2.00
		P-S			P-S	2.00
	1.33 ns	Control	1.96	<1 ns	Control	2.00
Tells last name		PCEE	1.83		PCEE	1.97
		P-S			P-S	2.00
	<1 ns	Control	1.91	<1 ns	Control	1.97
Tells address		PCEE	1.13		PCEE	1.45
		P-S			P-S	.83
	<1 ns	Control	1.04	2.11 ns	Control	1.12
Tells telephone number		PCEE	.73		PCEE	.79
		P-S			P-S	.33
	<1 ns	Control	.59	<1 ns	Control	.74
Prints first name correctly		PCEE	1.40		PCEE	1.45
		P-S			P-S	1.00 b
	6.03 <.025	Control	.91	8.67 <.005	Control	.64
Hops on one foot		PCEE	1.83		PCEE	1.85
		P-S			P-S	1.67
	7.58 <.01	Control	1.41	1.02 ns	Control	1.69
Aims a ball		PCEE	1.77		PCEE	1.61
		P-S			P-S	1.50
	<1 ns	Control	1.72	<1 ns	Control	1.74
Catches a ball		PCEE	1.63		PCEE	1.61
		P-S			P-S	1.50
	<1 ns	Control	1.57	<1 ns	Control	1.59
Works a puzzle of 10 or more pieces		PCEE	1.70		PCEE	1.67
		P-S			P-S	1.50
	4.30 <.05	Control	1.35	<1 ns	Control	1.46
Enjoys looking at books		PCEE	1.90		PCEE	1.88
		P-S			P-S	2.00
	5.45 <.025	Control	1.65	<1 ns	Control	1.87
Likes to listen to stories		PCEE	1.90		PCEE	1.97
		P-S			P-S	1.83
	3.41 ns	Control	1.70	1.35 ns	Control	1.82
Likes to listen to music		PCEE	1.80		PCEE	1.85
		P-S			P-S	2.00
	2.26 ns	Control	1.61	<1 ns	Control	1.79

APPENDIX K (continued)

Variable	Total Sample			8 Schools		
	F	Group	$\overline{X}$ and Duncan's Results	F	Group	$\overline{X}$ and Duncan's Results
Uses paint		PCEE	1.65		PCEE	1.64
		P-S	1.72 b,d		P-S	1.63 b,d
	34.02 <.005	Control	1.35	12.64 <.005	Control	1.30
Uses scissors		PCEE	1.74		PCEE	1.73
		P-S	1.78 b,d		P-S	1.75 b,d
	12.64 <.005	Control	1.60	7.09 <.005	Control	1.54
Uses crayons		PCEE	1.90		PCEE	1.90
		P-S	1.91		P-S	1.89
	<1 ns	Control	1.89	<1 ns	Control	1.88
Uses clay		PCEE	1.54		PCEE	1.54
		P-S	1.62 b,d		P-S	1.58 b
	12.94 <.005	Control	1.40	3.51 <.05	Control	1.39
Uses paste or glue		PCEE	1.59		PCEE	1.60
		P-S	1.64 b,d		P-S	1.49 b,d
	44.37 <.005	Control	1.23	15.85 <.005	Control	1.19
Has visited the zoo		PCEE	1.61		PCEE	1.60
		P-S	1.74 c,d		P-S	1.75
	6.34 <.005	Control	1.61	1.89 ns	Control	1.60
Has been to the library		PCEE	1.45		PCEE	1.44
		P-S	1.56 b,d		P-S	1.46 b,d
	12.91 <.005	Control	1.20	9.23 <.005	Control	1.10
Number of pupils		PCEE	133		PCEE	131
		P-S	277		P-S	57
		Control	798		Control	305

APPENDIX K (continued)

Variable	6 Schools			4 Schools		
	F	Group	$\overline{X}$ and Duncan's Results	F	Group	$\overline{X}$ and Duncan's Results
Uses paint		PCEE	1.64		PCEE	1.65
		P-S	1.58 b,d		P-S	1.54 b
	10.62 <.005	Control	1.29	12.99 <.005	Control	1.19
Uses scissors		PCEE	1.73		PCEE	1.74
		P-S	1.74 b		P-S	1.62 b
	6.20 <.005	Control	1.52	7.45 <.005	Control	1.45
Uses crayons		PCEE	1.90		PCEE	1.90
		P-S	1.90		P-S	1.85
	<1 ns	Control	1.88	<1 ns	Control	1.88
Uses clay		PCEE	1.54		PCEE	1.54
		P-S	1.55		P-S	1.46
	1.78 ns	Control	1.41	2.17 ns	Control	1.37
Uses paste or glue		PCEE	1.60		PCEE	1.59
		P-S	1.42 b		P-S	1.38 b
	13.83 <.005	Control	1.17	16.41 <.005	Control	1.06
visited the zoo		PCEE	1.60		PCEE	1.61
		P-S	1.81		P-S	1.92
	1.75 ns	Control	1.61	1.85 ns	Control	1.63
Has been to the library		PCEE	1.44		PCEE	1.43
		P-S	1.23 b		P-S	1.00 b
	14.55 <.005	Control	.93	17.63 <.005	Control	.79
Number of pupils		PCEE	131		PCEE	127
		P-S	31		P-S	13
		Control	203		Control	118

APPENDIX K (continued)

Variable	Bermuda				Central			
	F		Group	$\bar{X}$ and Duncan's Results	F		Group	$\bar{X}$ and Duncan's Results
Uses paint			PCEE	1.58			PCEE	1.68
			P-S	1.75			P-S	1.33
	2.04	ns	Control	1.20	1.10	ns	Control	1.44
Uses scissors			PCEE	1.54			PCEE	1.82
			P-S	2.00			P-S	1.33 a,b
	1.70	ns	Control	1.40	3.43	<.05	Control	1.44
Uses crayons			PCEE	1.88			PCEE	1.86
			P-S	2.00			P-S	1.67
	<1	ns	Control	1.87	<1	ns	Control	1.78
Uses clay			PCEE	1.50			PCEE	1.50
			P-S	1.75			P-S	1.67
	1.42	ns	Control	1.20	<1	ns	Control	1.50
Uses paste or glue			PCEE	1.38			PCEE	1.50
			P-S	1.75			P-S	1.33
	<1	ns	Control	1.20	2.17	ns	Control	1.11
Has visited the zoo			PCEE	1.50			PCEE	1.61
			P-S	2.00			P-S	2.00
	1.14	ns	Control	1.60	1.36	ns	Control	1.78
Has been to the library			PCEE	1.12			PCEE	1.71
			P-S	1.00			P-S	1.33 b
	<1	ns	Control	.93	10.56	<.005	Control	.83
Number of pupils			PCEE	26			PCEE	38
			P-S	4			P-S	3
			Control	15			Control	18

APPENDIX K (continued)

Variable	Cool Valley				Walnut Grove			
	F		Group	$\overline{X}$ and Duncan's Results	F		Group	$\overline{X}$ and Duncan's Results
Uses paint			PCEE	1.60			PCEE	1.70
			P-S				P-S	1.50 b
	5.72	<.025	Control	1.15	6.31	<.005	Control	1.10
Uses scissors			PCEE	1.77			PCEE	1.79
			P-S				P-S	1.50 b
	3.00	ns	Control	1.52	3.89	<.05	Control	1.38
Uses crayons			PCEE	1.93			PCEE	1.91
			P-S				P-S	1.83
	<1	ns	Control	1.97	<1	ns	Control	1.95
Uses clay			PCEE	1.53			PCEE	1.64
			P-S				P-S	1.17
	<1	ns	Control	1.39	2.31	ns	Control	1.36
Uses paste or glue			PCEE	1.70			PCEE	1.76
			P-S				P-S	1.17 b,d
	9.58	<.005	Control	1.13	13.68	<.005	Control	.90
Has visited the zoo			PCEE	1.67			PCEE	1.67
			P-S				P-S	1.83
	<1	ns	Control	1.59	<1	ns	Control	1.62
Has been to the library			PCEE	1.40			PCEE	1.36
			P-S				P-S	.83 b
	7.17	<.01	Control	.85	6.39	<.005	Control	.64
Number of pupils			PCEE	30			PCEE	33
			P-S	0			P-S	6
			Control	46			Control	39

[1] The eight schools in this sample are: Bermuda, Central, Cool Valley, Walnut Grove, Griffith, Vogt, Combs, and DeSmet. The latter four schools were included because it was thought that they represented the same socio-economic status as the first four schools.

[2] The six schools in this sample are: Bermuda, Central, Cool Valley, Walnut Grove, Griffith, and Vogt. The last two schools were included in this sample because of their similarity to the four pilot study schools.

[3] The four schools in this sample are: Bermuda, Central, Cool Valley, and Walnut Grove. These schools were participating schools in the pilot study.

[4] Entering kindergarteners were identified as belonging to one of three groups: PCEE = pupils included in the pilot study; P-S = pupils with Preschool experience; and, Control = pupils with no preschool experience of any kind.

[5] Results of the Duncan's Multiple Range Tests are given using the following codes:

a = the PCEE mean was statistically significantly higher than the preschool group mean.
b = the PCEE mean was statistically significantly higher than the control group mean.
c = the Preschool mean was statistically significantly higher than the PCEE group mean.
d = the Preschool mean was statistically significantly higher than the control group mean.
e = the Control group mean was statistically significantly higher than the PCEE group mean.
f = the Control group mean was statistically significantly higher than the preschool group mean.

APPENDIX L

Summary of Interim and Final Reports
Sub-Component for the Learning Disabled

Mary Dasovich, Ph.D.

The Learning Disabilities Component of the Ferguson-Florissant Early Childhood Education Program has been operative since September of 1971. Two Teacher-Specialists and one consultant were directly engaged in this component. Each teacher-specialist participated in Saturday School programming and also conducted specialized home visits for children identified as possible candidates for Learning Disabilities in later school years. In addition, as both teacher-specialists were qualified as speech clinicians, home visits for articulation and language delayed children were included in the home visit load of these teachers.

Test Battery - Individualized test administration was conducted for all children referred to the teacher-specialists. The following tests were utilized as appropriate for referral:

Peabody Picture Vocabulary Test
Harris-Goodenough Drawing Test
Sievers Differential Language Facility Test
Oseretsky Motor Proficiency Scale
Bryngelson Glaspey Test of Articulation
Beery Developmental Test of Visual-Motor
  Integration (administered in Saturday School)

Children Served - The Learning Disabilities Component of this project identified a total of 22 children as evidencing learning and language characteristics reminiscent of characteristics found in school-aged learning disabled children. In addition, a small number of learning disabled children were identified by the mental retardation component of the project.

National incidence of learning disabled children is estimated from 5 to 25 per-cent of the school aged population, depending upon extensiveness of studies completed and researcher conducting the investigation. The total of a minimal number of 22 children identified as learning disabled suggested an incidence of 3 per-cent in the 4 year old population within the school district researched. Addition of those children identified by other project component operations would bring the project learning disabled child identified figure to some 5 per-cent - thus meeting the lower of National estimates.

APPENDIX M

Summary of Interim and Final Reports
on Speech Therapy

Arthur Kelley, M.A.
Coordinating Consultant from Special School District

Of the children referred by teachers for speech and language evaluations 21 were found to be in need of speech therapy. Evaluations were made by three teachers, who were qualified speech clinicians, and were reviewed by the Consultant Specialist in Learning Disabilities or the Coordinating Consultant from Special School District of St. Louis County.

Test Battery - Assessment instruments included: the Bryngleson Articulation Test, the Wepman Auditory Discrimination Test, Selected Subtests from the Detroit Tests of Learning Aptitude, and informal testing devised by the speech clinicians.

Services Provided - Children enrolled in speech terapy were seen once or twice a week by a speech clinician for a total of 45 minutes to an hour per week. Along with this, a parent program was employed whereby the parents were given specific assignments in which they were to work with the children daily.

End of the year evaluations on the 19 children still receiving speech therapy recommended further therapy in kindergarten for five students; reevaluation in September to determine needs of 10 students; dismissed observation of two children; and no further therapy for two students.

APPENDIX N

Summary of Interim and Final Reports
Sub-Component for the Mentally Retarded

Allan C. Yater, Ph.D.

The majority of the children were referred to the MR Component for psychological evaluation on the basis of information obtained from the screening evaluations. In certain cases, however, selected children were referred because of the presence of multi-disabilities which were felt to be contributing to the child's learning difficulties.

Assessment Instruments - Typically, the psychological assessment instruments used in the evaluations were the Stanford-Binet Intelligence Scale - Form LM (SB) and the Vineland Social Maturity Scale (VSMS). Of the 33 children evaluated, 26 were administered both of these instruments. Because of the presence of multi-disabilities which precluded valid assessments with these instruments, seven children were administered only one of the instruments. Of these seven children, five were found to be untestable on the SB, but information was obtained from the VSMS. Two of the seven children were administered the SB but were not administered the VSMS because of the lack of a reliable respondent. In addition, three children received additional testing on the Cattell Infant Intelligence Scale and portions of the Caldwell Preschool Inventory.

Services Provided - Initially, the Special Education Consultant was to observe and prepare programs for only those children identified as falling within the retarded ranges of intellectual ability. At the request of the Program, Director, however, several shifts in emphasis took place with respect to his activities. From mid-November to January substantial amounts of time were devoted to children who were encountering learning difficulties due to learning disabilities and behavioral disorders. In January, emphasis was placed upon the development of individualized educational programs and prescriptions, providing follow-up services to all children referred to the MR Component up to that time, and accompanying teachers on their home visits to appraise their interactions with the children. It should be noted that these shifts in emphasis were made in order to meet the varying and changing needs of the children, as identified and reflected by the teachers. In order to remain responsive to the changing needs of the children, then, it was agreed that services would be modified and provided as needs arose and as voids in existing services were identified.

APPENDIX N Continued

There were several purposes underlying the observation of children in the classroom. First, a sample of the functional behavior of the child was needed to compliment objective test data gathered by the Psychologist. Each child was evaluated in terms of intellectual and affective (motivational) behaviors which, when translated into educational strengths and weaknesses, were used as guiding variables for the construction of individual learning programs. Secondly, an attempt was made to identify teacher characteristics that might be inhibiting or facilitating the development of the child's potentials. The need for change or maintenance of teacher behavior was communicated to each teacher concerned or involved with the children under consideration. Thirdly, continued classroom observations offered an opportunity to see that the suggested individualized program for each child was being carried out in the manner prescribed. Home visits were initiated primarily to help those teachers feeling the need for additional guidance; later, the home visits were extended in order to gather additional data on the child's behavior which would allow for a continual, on-going evaluation of progress, and which would possibly indicate new directions in programming.

The various conferences initiated were for the purposes of coordinating services to the children. Teacher conferences and consultations served the purpose of test interpretation, usually of an explanatory and descriptive nature. Issues such as the nature of the tests, as well as the specific interpretations of findings, were explained and clarified. In addition, educationally-relevant information was discussed and individualized programs were explained. In-service sessions with the teaching staff were held to organize the teaching of specific pre-academic readiness skills around a model suitable for the non-spontaneous learner. No attempt was made to impart skills of teacher-based or teacher-initiated diagnoses or identification of slow-learning children since this higher-order skill seemed inappropriate in view of the fact that the teachers were yet encountering difficulties in teaching the children already identified.

Parent conferences, held in the school or home, usually involved explanations and clarification of test results, discussions of educational strategies, and analyses of child behaviors. Information provided by parents often validated or expanded the picture of the child's learring difficulties.

Individual conferences with the Program Director served as an information exchange opportunity and, based upon the information discussed, activities of the Special Education Consultant were re-oriented in terms of which children were in need of what kind of services, and what assistance was needed by which teachers.

APPENDIX N Continued

The staff conferences held with the Psychologists of the MR Unit had several goals among which were the evaluations of children screened; progress reporting on children identified as falling within the scope of the MR Units' responsibilities; discussions of the success or failure of the program structure in meeting the needs of the various disabled children; and examination of the MR Units' activities in relation to the program structure and in terms of its service commitments.

The Special Educator supplemented his classroom observations with more formal assessments in several instances. The Illinois Test of Psycholinguistic Abilities was used with two children identified as having learning difficulties due to low intellectual functioning and with one child suspected of a severe learning disability.

In the broadest general descriptive terms, the individualized learning programs provided for the children in this program can be classified within three areas:

> Area I is the psychomotor domain in which emphasis is on the development of sensory-perceptual-motor skills.
>
> Area II is the cognitive domain in which concern is with the development of language processing skills, attentional controls, comprehension and understanding.
>
> Area III is the affective domain which includes attitudinal and motivational factors relevant to a child's learning.

Children Served - Of the 33 pupils referred for psychological evaluation because of apparent low intellectual functioning or mental retardation on the basis of scores on the Slosson Intelligence Test, 28 were further tested using the Stanford-Binet Intelligence Test and the Vineland Social Maturity Scale. Of the 33 children referred, five were untestable, two because of blindness and three because of emotional problems. Eleven of the 28 pupils tested were diagnosed as falling within the levels of borderline retardation or mild retardation, as defined by the American Association for Mental Deficiency.

Of the eleven children who were initially diagnosed as borderline or mild retardates three were not retested by this sub-component for the following reasons: one, a kindergarten child, who also participated in the program, was retested on the Stanford-Binet by Special School District of St. Louis County and found within the upper range of borderline retardation and too high for acceptance into their program; one child's mother refused retesting, but the Slosson posttest score fell within the normal range of intellectual functioning; the third child's classroom performance and Slosson posttest score were such that further testing was not warranted.

APPENDIX N Continued

The two blind children in the program on whom complete testing had not been obtained were administered the Interim Hayes-Binet for the Blind at Missouri School for the Blind and found to be functioning within the normal range of intelligence. The other three who were originally untestable obtained scores within the normal range on the Slosson posttest.

In summary, of the 33 pupils referred for psychological evaluation only three fell within the levels of borderline retardation on the posttesting. All three, however, scored above the criterion of an I.Q. of 78 or below for acceptance by Special School District of St. Louis County. Therefore, it can be expected that all PCEE pupils will enroll in regular kindergarten programs, except for the two blind children and one partially sighted child who have been accepted by Missouri School for the Blind.

A review of these findings would indicate that the initial test performances of these children, which were indicative of low intellectual capacity, were reflecting primarily limitations in performances rather than capacity. The results of the first test administration thus reflected the limited effects of early disabilities and/or lack of opportunities and learning experiences. Having participated in a program which focused on individual needs, these children revealed that they were able to learn and that they were able to communicate their learnings through performances on their follow-up tests.

A few sample summary anecdotal statements by the Special Education Consultant reflecting the progress, final status, and/or needs of children served by this component are given below:

Lee Hamilton-036 - At the beginning of the year this child had few strengths that one would expect of a child her age. Her measured level of intellectual functioning was quite low. Language was quite immature, and almost absent.

My work with the child after the first month was minimal. At the beginning of the year, I observed her and did do some diagnostic teaching to evaluate her learning rate under optimal conditions. It was my feeling that her estimated level of intellectual functioning was spuriously low due to the deprived background (see additional reports in folder), and that given a chance this child could learn in a normal setting.

Since the major factor in her program was to be language development, the Unit specializing with Learning Disabilities was asked to work with this child.

I occasionally observed child in the class, had a few conferences with the mother (concerning behavior control), and provided a minimal amount of inservice training to volunteer aids in behavior modification. I noted a trend of continuous progress both in the

APPENDIX N Continued

development of intellectual and social skills.

Retesting has shown that child is functioning WELL WITHIN THE NORMAL RANGE OF INTELLIGENCE. This child may function in a regular class if the teacher is receptive and sensitive to her special needs. Other factors effecting her success in a regular class setting may include class size, adequate experiences on the part of the teacher, etc.

While it would not be unreasonable to consider placing child in a program other than the regular kindergarten, one must be aware that she has shown signs of developing the "special child syndrome", i.e., demands special attention because she has had it in the past. We overcame this by removing much of the "special" help given in the Saturday sessions and simply integrating her into the class more fully.

Duchesne-046 - This child has shown tremendous growth in intellectual functioning as evaluated by the Stanford-Binet Intelligence Scale form LM.

She was a shy, unresponsive, immature child at the beginning of the year. Much of this behavior has disappeared and has been replaced by more appropriate mannerisms.

This child was tested on the Illinois Test of Psycholinguistics and found to have no specific learning disabilities, yet her rate of learning was slow. A language development program was initiated using the Multisensory Approach. This seems to have served as a vehicle for instruction, and facilitated the development of a more spontaneous language with a broader scope.

This child is well adjusted in the classroom, anxious to please, and identifies well with authority figures. Her mother is MOST cooperative and interested in child's progress.

With proper teaching techniques, this child will be able to maintain her present level of functioning, and can work well in the normal class setting.

DeSmet-029 - This child came into the program with very few strengths and skills, and a lot of weaknesses. Besides functioning at a low intellectual level, being partially sighted, this boy was also hyperactive and suffered from a mild motor involvement.

Progress throughout the year has been phenomenal. Child's attention span has more than quadrupled. His level of motor activity has decreased proportionate to the increase in attention. Child has

APPENDIX N Continued

mastered the basic eight colors, can count to five, shows signs of a dominance preference, and has learned how to get along with other children. He can be taught in small groups, where he attends, is willing to please, and responds favorably to an authority figure.

This child has shown signs of intellectual growth, and has been accepted to the Missouri State School for the Blind.

Mark Twain - Kindergarten Child - This child was referred into the four year old program a few months late in the year. She was enrolled in kindergarten, and suspected of being mentally retarded. She remained in regular school while in the preschool classes.

This child was found to be functioning in the mentally retarded range at the beginning of the year. Refer to the attached psychologist's summary for this information. A remedial program was initiated to teach the basic readiness skills. This program was followed by both the teachers working with the girl.

Retesting at the end of the year was given by Special District since there was a possibility she might go into that program. Retest results have shown that this child is no longer testing in a low enough range of intellectual functioning to be placed in a special class.

While this girl's level of intellectual functioning has risen appreciably, she is still a bit slow in some areas, especially those involving the auditory channel processing. To get an idea of what has been done in this area, please refer to the remedial program enclosed with her folder.

This year in the four year old program, we have shown that the child does have the strengths to succeed in a regular classroom setting. She is still a bit slow in learning, but with additional help can adjust. At the present time, her main difficulty can summarily be stated as one involving problems in responding or following directions which require a specific response. In other words, she has a lot of information and knowledge, but has difficulty with output when her response must be in a set, predetermined manner.

It has been recommended that she be placed in one of the Title I schools equipped to give her the special attention she still requires.

APPENDIX O

Summary of Interim and Final Reports
Sub-Component for the Emotionally Handicapped
Sidney Kasper, Ph.D.

This report concerns itself with various process and product objectives pertinent to the activities of the specialists and consultant for the emotionally handicapped. Three basic areas of activity will be reported upon as follows:

(A) The emotionally handicapped child
(B) The parents of these children
(C) The teaching staff for these children

A. The Emotionally Handicapped Child - Children who were here categorized as emotionally handicapped were those children who were judged to be struggling with significant emotional problems. These problems were highly variable in type and severity. In some instances, children were included where it seemed impossible to distinguish between the reported behavior of the child and the difficulties attributable to problems within the mother. Further, the diagnostic materials were most commonly supplied by mothers' or teachers' reports rather than clinical assessment of the child. Accordingly, inclusion here should not be taken as necessarily equivalent to the diagnosis of "emotional disturbance" derived from direct intensive and individualized assessment along more traditional lines. Instead, the selections represent the best screening judgments possible within the framework of the overall program.

All children were screened at two important junctures within the program, and by two rather different methods:

(1) At the time of enrollment and previous to actual school attendance, parents were asked to report on various items related to school readiness. These reports, along with scores obtained from testing intelligence and language development, were the basis for initial screening judgments aimed at differentiating within the total population. This method yielded 236 cases or 29 per cent of the total population.

(2) In November, 1971, at a point when the teaching staff was felt to have had sufficient contact with the children, all children were rated by their teachers on the Nursery School Adjustment Rating Scale. These ratings were utilized as a partial validity check upon the earlier screening judgments as well as an opportunity to uncover new cases not detected by screening. As it became apparent that the range of scores was generally higher than that reported by the test's developers, it became important to find a cutting score which might more

meaningfully differentiate among the children. Adopting a cutting score of 25, all cases whose scores fell below this level were identified as emotionally handicapped. Sixty-four new cases were then added to our original list, bringing the overall total to 300 (or 37 per cent of the total possible.) After subtracting the cases lost by attrition from our original group, the final total was later reported as 242.

Fifty-five per cent of those identified by teacher ratings were previously selected by way of screening while only 33 per cent of cases identified by screening were later selected by way of teacher ratings. This is not altogether surprising, since the objectives were rather different. In screening, the approach was much more inclusive, so that mild, but significant, emotional problems would be selected along with the severe problems. In the use of teacher ratings, the use of a rating scale and an artificially determined cutting score were aimed at selecting only the most severely handicapped.

Interestingly, the 79 selected cases (10 per cent) on which there is agreement between the two selection procedures is approximately that which might be expected on the basis of various reports in the literature, which purport to estimate the number of disturbed persons in the total population. The 29 per cent selected by screening approximates the upper limits of various surveys reporting all emotional problems, ranging from mild to severe.

B. Parents of the Emotionally Handicapped Child - The anticipated contact with a predetermined group of parents who might participate in group sessions on a regular basis proved beyond our means. Indeed, it was confounded to an important degree by our efforts to make time available for any parent or family situation, where our services might prove instrumental in furthering development of the child, directly or indirectly. Often enough, we were called upon when it was apparent that a child's continued participation in the program was in jeopardy owing to a parental problem.

This basic objective to permit all interested parents to avail themselves of our services was, to our way of viewing the situation, highly successful. At the same time, it served to virtually preclude the possibility of an organized, predetermined course of action with a relatively fixed format and content. Each school setting was relatively unique with degrees of interest expressed both by parents whose children were regarded as within our E.H. (Emotionally Handicapped) group, and by parents whose children were not included in this grouping. Often, the mixture of parents with widely differing needs and problems made it important to provide individual sessions as well. In time, this trend became the pattern, so that regularly held group sessions were followed by individual sessions for parents who may or may not have been present for the group session. Beyond this, some parents were actively involved early in the process, while others did not participate until the school year was well under way. Our inability to control this process seemed to preclude the possibility of meaningful testing on a test-retest basis.

Such testing as was possible was confined to the "Raising Children" test, constructed by Loevinger, with results as reported in Table One. The data gathering process was beset by many of the difficulties to be anticipated by the rather unpredictable attendance of the participants. For example, initial testing was conducted during October and November, with these early testings being our basic experimental group, yet many of the early participants were no longer active at the time of retesting. Others, who missed the initial weeks and therefore were not tested, were most active after November, 1971. Still others were present only at the time of testing and retesting. Finally, some of the cases selected for the control group (because they were not participants in either group or individual sessions) later became involved with our specialists in relation to a later-emerging problem.

In attempting an interpretation of the results, the problem of small numbers compounded by the factors cited above makes the data all too tenuous, and perhaps even meaningless. Our original intent was to employ the "Raising Children" test because of its reported ability to tap authoritarian thinking as well as its presumed relationship to capacity for introspection and receptiveness to new ideas. A later discovery in the literature to the effect that scores are apparently resistive to change suggested that the test was largely inappropriate for a population in which a relatively small number of parents were seen for 10 or more sessions. Within our tested sample, only four parents were seen at this level of frequency. Accordingly, a different test might have been more appropriate, had we been able to control attendance.

Perhaps the chief finding of significance is the rather uniformly higher mean score found within our control group. One might infer that the experimental group's lower mean score is indicative of greater receptiveness to new ideas or at least a more tolerant approach to the behavior of children. For some, no doubt, this tolerance may have been akin to extreme permissiveness or even extreme uncertainty. For many, the test served to stimulate new ideas for discussion. Ultimately, it was felt that various changes in the thinking of a given parent were masked by the seeming stability of the overall score where, in fact, responses to various items had changed in ways which would suggest important shifts in behavior.

Table One

MOTHERS' SCORES ON "RAISING CHILDREN"

SATURDAY SCHOOL CENTER: Bermuda (and Cool Valley)

PARENT		EXPERIMENTAL TEST	RETEST	CONTROL	E. H. CHILD	N SESSIONS
B	001	13				2
B	003	21				3
B	004	7				1
B	005			13		
CV	003	10				[illegible]
CV	004			20	X	
CV	010	35				1
CV	020	1[illegible]				3
CV	019	13				1
B	019	17				8
CV	025	14	13			9
B	022	15				1
CV	022	9				3
CV	033			10		1
B	024	23				2
CV	040	8	5		X	1[illegible]
CV	043			27		
B	029			15		4
B	030	1[illegible]	25			3
B	031	17	21		X *	4
B	038	17	14			1[illegible]
(Mean)		16.06 (15)*	15.60	17		

SATURDAY SCHOOL CENTER: Lee Hamilton (and Central and Vogt)

PARENT		EXPERIMENTAL TEST	RETEST	CONTROL	E. H. CHILD	N SESSIONS
Ce	002			16		
V	001			2[illegible]		
Ce	005	16	7			3
Ce	006	2[illegible]	27			[illegible]
LH	009	[illegible]				
LH	011	1[illegible]	[illegible]			1
Ce	013			2[illegible]		4
LH	016			2[illegible]		
Ce	018	17				1
LH	017	[illegible]				
Ce	021	11	7			
LH	023	13				
Ce	026			[illegible]		
Ce	024	2[illegible]	2[illegible]			2
Ce	029	3[illegible]				1

UNIT	EXPERIMENTAL TEST	EXPERIMENTAL RETEST	CONTROL	E. M. CHILD	N SESSIONS
Ce 030			9	[illegible]	
Ce 031	12			X	[illegible]
V 010			32		
LH 028			23		
V 011	13	12			7
Ce 035	13	7			2
LH 029			17		
Ce 036	21			X	1
Ce 037	15				2
Ce 040	1[illegible]			X	7
(Mean)	15.38 (15.20)*	12.86	17.33		

SATURDAY SCHOOL CENTER: Wedgwood

W 010			16		1
W 011	9				1
W 013	13				1
W 041	13				1
W 037			10		
W 038			19	X	
W 046			21		
W 050	27	32		X	3
W 051			16		
W 053	9	6			3
W 056	5				2
W 057			29		
W 058			20		
W 067			23		[illegible]
W 075	22				1
W 071	11			X	1
W 072	10	6		[illegible]	1
W 073			25		
(Mean)	13.11 (13.67)*	14.67	19.89		

SATURDAY SCHOOL CENTER: Duchesne (and Robinwood)

Rob. 001	18	15			3
Rob. 004			16	X	1
Rob. 005			27		2
Rob. 006			35		
Rob. 007			13		
Rob. 010	15				1
Rob. 013	10			X	12
Rob. 014	13				[illegible]
Rob. 020			16		
Du 011	12	22		X	20
Rob. 026	20	28		X	6
Du 018	21			X	1
Du 019			23		

PARENT	EXPERIMENTAL PRET.	POSTTEST	CONTROL	T. H. (CHILD)	N SESSIONS
Rob. 034	23				1
Du 023	11				
Rob. 035	[illegible]	22			[illegible]
Rob. 036	[illegible]	7			2
Rob. 038			22		
Rob. 041	[illegible]				1
Rob. 046	20	21			2
Rob. 047			21		
Rob. 053	[illegible]				4
Du 039			[illegible]		
Rob. 057	20	21			2
Rob. 059	[illegible]				2
Du 046			24		
Rob. 062	17	13			3
Du 048			31		
(Mean)	17.35 (20.25)	18.[illegible]3	21.73		

SATURDAY SCHOOL CENTER: Graham (and Combs and DeSmet)

Gra 001	23	[illegible]		X	2
DeS 002	19	19			[illegible]
Gra 002	13				1
DeS 004	[illegible]				1
DeS 005	[illegible]	27		X	3
Gra 004	10	17			2
Gra 005			17		1
DeS 006	11				1
DeS C14			13		
DeS 015	[illegible]				1
Co 006	15			[illegible]	[illegible]
DeS 018	13	12			2
Co 010	11	7			3
DeS 020	[illegible]	14			3
Gra 013	[illegible]	20		[illegible]	2
Gra 014			21		
Co 012	[illegible]				3
DeS 023			16		
DeS 024	20				1
Gra 020			21		
Co 017	13				1
DeS 027	[illegible]	21		X	2
Co 016			34		
Gra 024	17	13			2
Co 018	22				1
DeS 033	[illegible]	[illegible]			[illegible]
DeS 034	17			[illegible]	[illegible]
Gra 027	[illegible]	[illegible]			[illegible]
Co 020	[illegible]	15			[illegible]
Co 021			11		1

STUDENT		EXPERIMENTAL TEST	RETEST	CONTROL	E. H. CHILD	N SESSIONS
Co	023	17	22			3
DeS	040			18		
DeS	046	20				3
Gra	035			25		
Co	027	24	22			3
DeS	050	23				2
DeS	054	26	25		X	2
DeS	056			26		
Co	028	14				2
Co	030	13	16		X	2
Gra	038			21	X	
DeS	060	1[illegible]				4
(Mean)		17.[illegible] (1[illegible].7[illegible])	17.17	20.27		

SATURDAY SCHOOL CENTER: Commons Lane (and Halls Ferry)

HF	005	13	9		X	2
HF	008			13		
CL	003			12		
HF	017	12	10			2
CL	009			14		
HF	020	25				1
CL	015			19		
HF	027	11			X	1
CL	020			9	X	1
HF	030	20				1
HF	031	14				2
HF	032			18	X	
HF	037			9		
CL	026	19				1
HF	038			13		
HF	042			29	X	
HF	043			19	X	
HF	046			22		
HF	049	13				
CL	034			15	X	
CL	036			26		
HF	057	8			X	[illegible]
HF	056	19	18		X	2
HF	061	27			X	2
(Mean)		1[illegible].[illegible]3 (1[illegible].[illegible])	12.33	16.77		

SATURDAY SCHOOL CENTER: Parker Road (and Mark Twain)

PR	001	17	17		X	2
MT	001	13	13		X	2
MT	002	21				1
MT	003	13				2
MT	004	12	17			1

PARENT	EXPERIMENTAL TEST	EXPERIMENTAL RETEST	CONTROL	E. J. CHILD	N SESSIONS
PR 002			21		2
PR 004			16	X	2
PR 005	12	12			2
MT 006			20		
MT 008	8			X	1
MT 009	15	21			2
MT 012	22				1
MT 014			17		2
PR 008	21	20			2
MT 016	17			X	3
MT 017	18	20		X	3
PR 009	14				1
MT 018			22	X	
MT 019	15			X	2
PR 011			23		
PR 012	19	9			2
PR 013	20	19			2
MT 025	20	22			2
PR 015	15	19			2
MT 027			20		
MT 029			13		
PR 017			12		
PR 018			14	X	
PR 019	15	17			2
MT 034	9	10			3
MT 035	11	10			1
MT 037	[illegible]				1
MT 038	17				1
MT 041	20	22		X	2
PR 022			10		
MT 043			18	X	
PR 025	12				2
MT 046			23		
MT 047	9	12			2
PR 030			23		
PR 029	[illegible]	[illegible]		X	
PR 032			13		
PR 033			14		
(Mean)	14.70 (15.[illegible]0)	16.81	17.[illegible]		

SATURDAY SCHOOL CENTER: Walnut Grove (and Griffith)

WG 002			13		
Grif 006			25		[illegible]
WG 005			27	X	2
WG 006			10		1
WG 007	14	10		X	[illegible]
WG 011			27	X	
WG 012			26	X	1

PARENT	EXPERIMENTAL TEST	EXPERIMENTAL RETEST	CONTROL	E. M. CHILD	N SESSIONS
Grif 009			17		
Grif 010			29		
Grif 012			32		
Grif 013	22	19			2
Grif 014			16		
WG 019			27	X	
WG 022	21	16		X	2
WG 023			9	X	
WG 024	10			X	1
WG 026			26		
WG 028			21	X	1
WG 029			24	X	
Grif 018			22		
Grif 020	31	26		X	3
WG 030			33	X	1
Grif 021			12	X	1
WG 033	20	27		X	2
Grif 022	6			X	1
Grif 026	14				1
Grif 028	16	21		X	2
WG 037	13				1
WG 039			24	X	
WG 040	23	18			2
WG 041	33	31			3
Grif 031	17	19			2
WG 045			20	X	1
Grif 037	19				1
Grif 038	9	4			2
WG 048	20	21			2
WG 049			24	X	
WG 050	1[illegible]				1
WG 054			12		
WG 055			29	X	
WG 056	23			X	2
Grif 046	28	29			3
Grif 048			17	X	
Grif 049			26	X	1
WG 061			32	X	
WG 062	7	16			6
Grif 051	19	17			5
Grif 052	21	19			3
(Mean)	19.15 (20.07)*	19.53	22.31		

TOTALS

	Experimental Test	Experimental Retest	Control
Mean =	*16.40	17.16	19.59
N =	149	74	100

* Mean scores in brackets apply only to experimental group which also took the retest.

In the future, any effort to measure the outcome of counseling or educational services will need to take into account the rather diverse needs of the participants. The attempt to measure educational gains should be confined to a group which agrees to participate for a fixed number of sessions for a specific purpose. The Parent Effectiveness Program may lend itself to this approach.

All other situations, often involving profound problems, will require a different strategy and possibly should focus upon whatever changes are effected in stabilizing the child within the formal school program. Other behavioral measures, such as the stability of the family or the success of other children in the family should also be noted. Finally, one should be cognizant of the importance to be attached to implementation of a referral to an appropriate agency or clinic. Significantly, a number of families with whom we worked most actively were ultimately referred to an appropriate resource, where it had been previously felt that such a move would be resisted. Illustrative of some of our varied efforts are the vignettes attached to the appendix of this report.

With regard to the overall impact of the program, Table Three presents a summary of the group, individual and significant telephone contacts with various parents at each school. The total number of parents in contact with our specialists numbered 360. After deleting instances where two parents or parent surrogates were seen in a single family, the total number of families of Saturday School children who were in contact with our program numbered 310. This total represents 38 per cent of the entire Saturday School population.

Of the 310 families touched by our services, 122 of these cases represented situations in which the child had been identified as having significant emotional problems. In other words, in 42 per cent of the cases identified as being within the E. H. group, contact was made with at least one parent. This represents a rather sizable proportion of the target group. Interestingly, the table also indicates that we were in contact with approximately 35 per cent of the families in which no child had been identified as suffering from emotional problems.

The relatively high proportion of participants from the larger group, where children were not identified as significantly impaired by emotional problems, probably attests to the relative success of our early efforts to permit all parents to avail themselves of our services. As described elsewhere, this approach was also undertaken so as to permit parents of children with significant emotional problems to seek us out rather than vice-versa. In time, however, while maintaining bimonthly, one hour group sessions for all participants, the pressures from parents or teachers who wished to refer parents made individual sessions more commonplace.

The individual sessions, more than the group sessions, denote the rather personal nature of our parent contacts. Of the 360 parents seen overall, 131 of them (37 per cent) were seen in one or more individual sessions. Of these 131 cases, 58 (44 per cent) were parents of children identified as emotionally handicapped. The statistics, generally, attest to the rather considerable time devoted to parents who sought information or help in relation to a wide variety of issues, concerns or problems. Beyond this, those parents who utilized our services often received a great deal of individualized attention, frequently of a sort which embraced the well-being of other family members as well.

As regards, parents of E. H. children who never utilized our services, a small percentage actually resisted the efforts of specialists to reach them. Still others were reported to have resisted a referral from a teacher as well, though, generally this latter approach worked well. By and large, the major factor in our lack of contact with this group of parents was the feeling by parent and/or teacher that "all was well." In other words, some of our early screenings identified children whose problems were later undetectable, unrelated to school success, or otherwise regarded as unimportant. Allowing for error, these cases suggest that possibly 40 per cent of the E. H. group of children either adapts successfully or otherwise escapes the expressed concern of the mother.

F. The Teaching Staff

One of the important product objectives in this project was the development of skill and expertise by teachers as regards identification of children with special learning problems related to emotional handicaps. Equally important was the extent to which teachers utilized the consultation time of the consultant or specialists within the E. H. component.

Accordingly, provisions were established for each teacher to record various observations pertaining to classroom behavior of the child along with regular opportunities for consultation with the specialists. These regular opportunities for consultation were provided at the Curriculum Center on Wednesday afternoon and Thursday morning. Beyond this, there were also opportunities for consultation on alternate Saturdays when specialists rotated through each school setting or on various other Saturdays when the E. H. consultant was available for classroom observations. In all, there were six scheduled (and several unscheduled) opportunities each month when specialists and teaching staff might meet.

The attempt to measure accuracy of referral is actually confounded by the relatively close working relationship established between teaching staff and E. H. specialists. In this relationship, the more common pattern was that of a teacher requesting the services of the specialist regarding a particular child or a particular problem. There were numerous other situations where the consultant might contact the teacher regarding his observation of a child or his awareness of a problem after meeting with the child's parent. As a result, the question of accuracy of referral was impossible to judge in a pure sense and virtually beyond us in a statistical sense.

As a further illustration, where it might be felt that the question of accuracy in teacher judgments might be examined in light of their use of the Nursery School Adjustment Rating Scale, it was the consultant's objective to review the cases with low ratings and to discuss certain cases with the teachers, afterwards perhaps even calling attention to an occasional case where the child's rating was low but no known referral had been made. This situation highlights our subjective impression: We are aware of no instance in which a teacher referral to our staff was inappropriate. Such errors as may have occurred were conceivably errors of omission rather than commission, usually being instances in which lack of grossly deviant behavior fostered lack of attention to other problems.

As it developed, the low scores on the Nursery School Adjustment Rating Scale served to highlight approximately ten per cent of the 143 cases selected who might have, otherwise, gone undetected. In other words, some children, despite their generally poor performance, seemed to escape special attention until their performance was put into quantitative terms. Once discovered, it was the aim of the specialist to explore each new case with the appropriate teaching personnel.

This close interplay between teacher and E.H. Specialist served to radically decrease the earlier anticipated need to record all instances of "emotional outburst." Beyond this, the somewhat cumbersome record-keeping procedure, the difficulties associated with definition of "emotional outbursts," and the limited value of the data brought about the decision to abandon the procedure in favor of other more meaningful statistics.

Instead, it was determined that our regular and spontaneous contacts with teachers be utilized for case discussion. In this way, child and teacher might benefit and the E.H. staff might attempt to judge both the frequency of contact as well as the teachers' success in making use of our services. Tables Two and Three reflect the frequency of contact as well as the judged performance of the teachers in consultation relationships.

The data in each of these two tables is to a degree interrelated. For example, the larger the referral group, the greater the expected frequency of contacts between teacher and consultant and while frequency of consultation would not, by itself, bring a high performance rating, it does create the potential for continuing gains and increased sophistication by the teacher, factors which would tend to promote success in working with the child. Other contributing factors here are:

Table Two

TEACHER CONFERENCES WITH SPECIALISTS FROM COMPONENT ON EMOTIONALLY HANDICAPPED CHILDREN

Teachers	By Month									Totals
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	
Team I										
A	1	5	6	6	9	8	8	7	5	55
B	2	5	7	7	6	7	6	4	2	46
C	2	6	7	7	3	1	7	6	3	42
Team II										
A	3	6	5	5	7	4	3	2	1	36
B	3	6	5	6	7	6	8	6	1	48
C	2	2	3	4	5	5	4	4	2	31
Team III										
A	2	5	5	5	6	6	5	6		40
B	1	5	5	5	5	6	5	5		37
C	1	2	2	2	3	4	3	3		20
D	1	2	3	3	5	6	5	5		30
Team IV										
A	2	2	3	2	3	4	3	4		23
B	3	4	4	4	5	5	4	4		33
C	1	1	1	1	2	1	2	2		11
Team V										
A	3	5	9	8	10	9	9	10	2	65
B	2	4	9	8	8	6	6	6	1	50
C	2	3	6	5	8	6	7	6	2	45
Team VI										
A	2	3	4	4	3	4	5	2		27
B	1	3	4	4	4	3	3	1		23
C	1	1	1	2	4	2	1	1		13
Team VII										
A	1	2	3	5	5	4	4	4		28
B	1	1	2	3	3	3	4	4		21
C	1	1	2	3	3	2	2	2		16
Team VIII										
A	1	3	6	4	4	4	1	1	2	26
B	1	4	6	5	7	5	5	4	1	38

Table Three

TEACHER PERFORMANCE IN RELATION TO SERVICES OF E. H. SPECIALISTS

Teachers		A*	B	C	D
Team I -	A	5**	4	4	4
	B	5	5	5	5
	C	5	5	5	5
Team II -	A	4	4	4	5
	B	4	3	3	5
	C	5	4	4	5
Team III -	A	3	3	4	4
	B	4	5	5	5
	C	4	5	5	5
	D	4	5	5	5
Team IV -	A	3	3	3	3
	B	4	4	5	4
	C	3	3	4	4
Team V -	A	5	5	5	5
	B	5	5	5	5
	C	4	5	5	5
Team VI -	A	4	3	5	3
	B	3	3	4	4
	C	3	3	3	5
Team VII -	A	4	4	4	5
	B	4	3	4	4
	C	4	3	3	3
Team VIII -	A	3	3	3	4
	B	4	4	4	4

*A - Teacher understood the role of consultant in the program
B - Teacher utilized consultant effectively
C - Teacher was helpful in conferences by sharing impressions of children and parents
D - Teacher was able to use suggestions of consultant with child

**Rating Scale: 1 - Poor; 2 - Fair; 3- Good; 4 - Very Good; 5 - Excellent

1. The initial sophistication and/or needs of the teacher
2. The relationship between teacher and specialist
3. The proximity or relationship between the teacher and the child's family (some teachers were in more frequent contact with the family)
4. The ease with which the few new teachers were able to adapt to a pre-existing situation upon replacing a teacher who had left the program.

Inspection of Tables Two and Three reveals substantial differences among teaching teams in particular, and occasionally among teachers within a team, as regards the number of cases discussed or the number of conferences convened during the school year. Each teacher met the basic requirement of one conference per month, but there were many who far exceeded this level. For some, the number of children discussed was highly disproportionate to the number referred or screened as emotionally handicapped. For example, the Wedgwood group seems somewhat underrepresented, while the Duchesne group is, perhaps, overrepresented.

This same tendency may have also prevailed during use of the Nursery School Adjustment Rating Scale: Walnut Grove, Duchesne, and Lee-Hamilton were heavily represented, while Wedgwood was only involved to a minor extent. On the other hand, considering the small number of children involved, the number of conferences with the Wedgwood team is relatively high when compared with Graham, Commons Lane, or Parker Road. These differences would appear to suggest that each team utilized the services of the consultant in different yet highly appropriate ways.

Finally, one should note the rather high level of correspondence in names between the lists of cases discussed and cases identified as emotionally handicapped. The lack of identical listings is attributable to (1) priorities attached to the various cases, (2) occasional decisions to work with the mother rather than the child, sometimes in relation to another child in the same family, (3) a small percentage of false positives or false negatives attributable to screening or teacher ratings, and (4) gradual or sudden changes (for better or worse) in a child's behavior, sometimes related to family or other environmental circumstances.

The data and issues represented in this report are viewed as an important form of documentation related to the services provided by the staff of the component for the emotionally handicapped. For the most part, the impact of these services can be measured only by rather indirect or rather crude means. In the final analysis, one should be mindful of both the short and long-range success experienced by those children regarded as emotionally handicapped. For most of these children, the impact will be measurable in academic, intellectual, and personal or social terms when compared with all other children. For others, the impact may be less obvious owing to profound problems within a parent or within an entire family.

In a real sense, the special work with some of these children has only begun, and it will be important to follow them closely during the next few years.

A few sample cases served by this component are described below.

Case One (C W)

Parents attended group session 1-22-72. Concerned regarding C's tears which start every Friday night around attendance at Saturday School. Has not wished to attend since Christmas. Parents' solution is to keep her at home and not force her to attend. She did not attend school today. Other parents in the group encouraged Mr. and Mrs. W to keep C coming. Mrs. W's maternal aunt died December 1971. C wants to know why the aunt did not give her a Christmas present. Child's fears regarding death, separation, etc., were discussed.

On 2-[illegible]-72, I talked with the teacher who advised C is hovered over by parents. Does O.K. if they would leave her and let her alone.

On 3-2-72, I called the parents and asked how C was doing. She is still having difficulty every Friday night and, in fact, mother stated she was crying this minute as she does not want to attend tomorrow. She has a good time once she gets to school. Mother requested appointment, which was scheduled for 3-18-72. On 3-4-72, I talked to the teachers again, relative to the child and observed the child. She was in attendance, and parents had left her there, not staying with her.

3-18-72, session with parents:

Both parents say "One must never get too close to anyone, or like anyone too much, as the resulting pain over the loss is too great." They gave examples of loss of friends through shifts in relationships. Father advised no one liked him when he was a child. He took the role of a clown to cover his pain until he learned in psychology class at Washington University that clowning is a bid for attention and love. Mother is a worrier; she has ulcers. She worries regarding her younger delinquent brother. There have been four deaths in her family during the year of 1971. C and her eight-year-old sister hate to go to birthday parties and leave mother home alone. They are constantly wanting to know if Mother is alright. During the process of the discussion, parents decided they talked too much regarding their family troubles in front of the children (father said he had C in his arms when he had the worst fight in his life with his father). He and his father did not speak for 3 years following this argument. It had to do with their work records, (father had far out-stripped his father in promotions, etc.) and this upsets the children to the extent that children fear leaving parents. Children sort of take care of the parents. I agreed with the parents' observation of feeling that they were very sensitive, intuitive, and wise. Parents are to make effort to avoid unpleasant discussion in front of the children and see if this helps. Parents encouraged to participate in school activities. They are intelligent, non-aggressive, fear being rejected. Close family unit. C at this time attending Saturday school regularly.

Telephone contact on 4-12-72, indicated that fears on Friday night have subsided. Both parents are working at Saturday school, 4-22, mother in the morning and father in the afternoon. Both, according to mother, are pleased about this. Children are caught up in the parents' worries and fears, and parents may at some time need help in their own right. However, at this moment, they are pleased with their own progress and referral is not indicated.

Case Two (T W)

Mother attended parents' group 11-20-71.
Teacher referred child who is shy, fearful, and does not seem to relate to the other children. Father was working at school at the time of the referral. I observed him to be very good with the children in his group. The youngsters were in the gym, he complimented each one of them as they participated. He was non-critical when a child was unable to hop, skip, walk the tire, and extremely supportive of what each youngster was able to do. I called the family and the mother came to see me for a private session on March 4. She spoke of attending prior group meeting and said she had just not gotten around to attend any other meeting as she had to stay home with the 12 month-old baby. She mentioned father's participation at Saturday School. She is concerned about T's shyness, reluctance to attend Saturday School, but mostly concerned about his enuresis. He wears several layers of underwear, plus rubber pants every night, and he generally has to urinate every 20 minutes during the day. He has numerous physical examinations without any definite word to the parents as to the cause of the frequent urination. He is scheduled to enter the hospital on Easter for a thorough physical.

When mother was age 12, in the 6th grade, she refused to go to school. She was referred to a Child Guidance Clinic. She saw a psychiatrist, a man whom she liked, for 6 months, and then returned to school. She did not feel that she was helped, and that time, itself, did the trick. She did not talk to the psychiatrist or a soul to tell her problem. It was as follows:

A girl in her class had petit-mal seizures. As described, mother began feeling faint-like and was scared that she, likewise, would have a seizure and this, she said, resulted in her refusal to attend school. She has this kind of spell now, sometimes at night. She cannot breathe and cannot move, but she does not lose consciousness. She does not know why she is telling me this since she has never told another person. She is worried about T; when he comes home from Saturday School, while he has not wet his pants, they are always damp when she checks them. One doctor told her the problem was that she should cut T's hair, as it is like a girl and indicates that she wanted a girl. She was indignant about this and felt it unwise to go for help. She sees the child as being small, like his maternal grandfather, and maternal uncle. The 18 month-old child is robust, active, and naughty like his father; he even bites T when they are playing together. However, T is very good with this child and helps Mother manage him. Mother was asked if she would like to have one of the child specialists, Dr. Kasper, observe him, and if she would like to talk with me again. Both were accepted by her.

Session with the teacher indicated that the home smells of urine. Mother was seen again; she was advised of the positive assets of her youngster. She told of his hospitalization and operation for a slight obstruction. He is not wetting during the day but is still wetting at night. Mother gets up and takes him to the bathroom several times during the night and father takes him the first thing early in the morning. She is thinking of moving the baby into his room, but this is going to complicate things. The baby has to have a dark room, and he is afraid unless a bright light is on. The little boy next door, with whom the child plays, is sometimes very aggressive, and he also has a very bad habit of holding his genitals. T, since the operation, has been imitating him. Mother is concerned about this, also is concerned because Father roughhouses with the two boys in the evening, and T usually gets the worst of the roughhouse and cries. In addition, T would rather freeze to death than pull the covers up over him. Unless Mother covers him, he will not cover himself, but he does not toss the covers off once he's covered.

Direct advice given such as not to move the little one into T's bedroom unless T wishes this and knows the consequences: No big light. Father is not to roughhouse in the evening but to play quiet games, cards, etc. It is natural for T to hold his penis, particularly since the operation and Mother is not to say anything about this at this time. Mother should try not getting him up at night, merely telling him that when he feels bigger and stronger, he will not wet his bed. Referral made and accepted for help from a child psychiatrist. Insurance will cover the fee involved.

Father was seen the following week and discussed referral. The Father is a sensitive man who identifies with the child.

Case Three (T [illegible])

Mother attended group sessions 10-30, 12-4, 12-18-71, 1-29-72, and seen in individual sessions 2-2,2-3, and 2-[illegible]-72.

During session 10-30, Mother did not speak one word; thirteen mothers were present.

On 12-4, she related that her two-year-old daughter is up at night banging doors, having temper tantrums, and is not trained. Pediatrician put the child on tranquilizers. Mother is going to wait until the child trains herself like the four-year-old did. Concerned because this child gets into T's Barbie Dolls. Mrs. Y herself was an older child and sister got into her things. The little one's temper tantrums started two months ago.

12-18: The mother came late to the group, saying her father was in the hospital across the street suffering from a stroke. Sibling rivalry, jealousy by older child of the baby were discussed by other mothers in the group. Mrs. Y seemed to be surprised that others have same problem, but shared none of her problems.

2-2: Received call, mother wants to talk to me. She is afraid to drive to an office in Clayton. This is why she did not go to a psychiatrist as recommended by her O.B. doctor. She agreed to meet me at the school at 3:00 p.m. after hours on 2-3. She called back and said that she was afraid to meet me at 3:00, as someone might see her car in the parking lot and question why. She did not wish to let her husband know she was seeing me. I persuaded her to meet me at 2:00 when school was still in session. She came as requested and revealed that when T was an infant, the maternal grandmother cared for her. When mother picked up T after work, she had to pry T's hands from the maternal grandmother's neck. The child shrieked and resisted going home. When T was 18 months of age, the maternal grandmother died. T did not want to stay home. When taken to maternal grandfather's, she ran through the house seeking grandmother. Mother could not tolerate and would not continue to take her there to visit. T has since refused to obey Mother; they fight constantly. T always wants to go to home of peers and refuses to come home. Mother becomes so angry that she attempts to choke T. She caught herself and recognized she was trying to kill her own child and stopped. Two years ago when the new infant was born, it was a difficult delivery. The new baby is now two, and she is just exactly like T. She refuses to obey Mother. Paternal grandmother visited on her way to Florida just before Christmas. Mother told her she feared she would someday harm T. She has sat her in a chair and pushed her so hard and hit her so hard in the face. T is wonderful when with her father and all other people. Paternal grandmother suggested that Mother come to Florida for a vacation. Mother felt she could not as she would have to return home sometime. Mother has a cold, things are getting worse. She hit T last week. Her O.B. doctor did not know what to do so he gave her the name of a doctor and some tranquilizers. She was afraid to tell her husband. However, after going to a party, when they got home and were in bed, she told him, saying that she was nervous and wanted to see a psychiatrist. He rolled over and could not believe that she meant she wanted to see a "psych," a "head-shrinker." He said "NO." The following week she called her husband to come home as she had just hit T and she was afraid. He then said she could call the psychiatrist. She called twice but each time she called back and cancelled her appointment as she got scared. She decided she would kill herself. She cleaned the house, she washed her clothes, she got everything ready so that when she was dead, her husband wouldn't have too hard a time taking care of the children. But then she decided not to kill herself as she felt better.

She was raised in a strict German home. There were 8 children. Her mother used to hit her. She hit T as her mother hit her, and she believed that when T grows up she will hit her little girl, and she feels this is not right. She also felt if her mother were living she could talk with her about the situation. She recalls that right after she was married she often did not know what to do, so she would pick up the phone and ask her mother and her mother would tell her. She sees her husband as good and patient but not understanding. He cannot read or write. He was pushed through school until the sixth grade, when he stopped going. He is a whiz with his hands and is an electrician. He still wants to learn to read and write.

It was stressed that mother must not continue to suffer this way and help was available for her. Her husband is a Union man and insurance is available, which would probably cover fees involved. I told her I was going to talk to her husband in her presence and tell him it was essential for her to see a psychiatrist now. She was given the names of some psychiatrists and she was also told of emergency services available at County Hospital, day and night.

I went with Mrs. Y to her husband, we sat and talked and I informed him of her urgent need to see a psychiatrist, that she was suffering great pain, she wished to die, wanted to injure her child, but was afraid that she would. She must not be left alone and must be taken to a psychiatrist immediately as it was urgent. He seemed responsive, but does not seem to have been aware of the seriousness of the situation. I was later informed that she saw the psychiatrist and was immediately hospitalized.

APPENDIX P

Final Report on Hearing Testing
Sidney Schoenfeld, M.S.
Clinical Audiologist, Special School District of St. Louis County

Initial hearing screening tests, and retests as needed, using the VASC Audiometer were administered in the fall of 1971 in each Saturday School Center. Reports were sent to the teachers and the Project Director as to each child's status on the screening test. Appointments were then arranged for clinical evaluation using the facilities at Litzsinger School for those children who failed the initial testing. Clinical reports were written for the child's personal file and the project records on each child so tested. Clinical hearing test results are shown in the table below:

CLINICAL HEARING TEST RESULTS

School	Number Tested
Graham	3
Commons Lane	4
Duchesne	16
Parker Road	4
Wedgwood	9
Walnut Grove	6
Lee Hamilton	10
Bermuda	6
	58 plus 5 retests = 63

NUMBER WITH NORMAL HEARING on first test	29
NUMBER WITH NORMAL HEARING on retest	4
NUMBER WITH HEARING WITHIN NORMAL RANGE BUT WITH SOME SIGNIFICANT DEFECT	(including 16 (1 retest)
NUMBER WITH SIGNIFICANT HEARING LOSS	13
UNDETERMINED*	1

*The one child marked "Undetermined" was a blind boy. He was referred to Central Institute for the Deaf for special objective tests and found to have a hearing loss. This child was fitted with a hearing aid at

APPENDIX P Continued

Central Institute for the Deaf and was visited weekly thereafter by a Saturday School Teacher with prior training and teaching experience at Central Institute. He was then enrolled in a special language development program at Central Institute during the summer to further assist him in overcoming language deficits due to hearing loss.

DONALD W. JOHNSON
SUPERINTENDENT

LAWRENCE B. HAPEMAN
PRINCIPAL

EDITH HOUSE
BUSINESS MANAGER

Missouri School for the Blind

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March 13, 1972

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Mrs. Mildred Winter, Director
Parent-Child Early Education Program
Ferguson-Florissant School District
655 January
Florissant, Mo. 63135

Re: Kenneth Louks

Dear Mrs. Winter:

Thank you very much for your referral of Kenneth for evaluation, probably in the direction of his becoming a pupil here at MSB next fall. Kenneth was seen by several of us on February 17th, and I am finally getting this report off to you. I'm sorry that our Speech Therapist, Miss Kay Koncen, was absent on that day and not able to see Kenneth, but I am hopeful that Mrs. Henderson will bring Kenneth back for our pre-school conference late in April, so that he may be seen both by Miss Koncen and by our School Pediatrician, Dr. Max Deutch, at that time.

Kenneth was seen by the teacher of our Special A classroom, Mrs. Jackie Verbin, and she passed along to me the following recommendations regarding work with Kenneth both in school and at home:

1. Demand usage of acceptable language, for example:
    - phrases
    - sentences
    - no baby talk (no repetition)
        - (a) car instead of car-car
        - (b) home instead of our house
2. Stress "big boy" behavior - no kicking, head up, no-means no! using a consistent reward and punishment system.
3. Discuss all activities Kenneth takes part in, whether unusual, new, or everyday undertakings. Be sure to include meals. Naming foods on his plate, textures, tastes and color.
   Example: The cereal is sweet and crunchy. When we put milk in the bowl the cereal gets wet.

Also discuss weather, and the change in clothes necessary for change in weather.

4. Continue concept work with (a) location: in front of
   - behind
   - beside
   - to the left of
   - to the right of
   - under
   - over

   (b) size
   - large-big
   - small
   - larger than
   - smaller than
   - tall
   - short
   - medium or middle size

5. Continue rote counting to 100
6. Continue ABC's rote
7. Stress self-help work:
   1) putting on and taking off coat, hat, gloves, slacks, shirt shoes and socks.
      a. buttoning
         zipping
         snapping
         lacing
8. Work on good grooming:
   a. Washing hands and face by self with soap and water
   b. Combing hair by self
   c. toileting self.
9. Mobility
   a) maneuvering self around familiar and unfamiliar environment.
   b) following direction----walk - forward
      - backward
      - to the left
      - to the right
      - turn around
   c) march
   d) skip
   e) run
   f) gallop
10. Auditory memory

Read stories to Kenneth, and have him tell you what story is about, or who main characters are, etc.

Kenneth was also seen by the head of our Orientation and Mobility Department, Mr. Bob Scheffel, and he has made the following recommendations:

1) Encouragement in the area of supervised but independent movement should begin immediately. Exercises (especially walking and running) involving flexion/extension of the ankles and knees will aid the development of normal gait.

2) Non-directive movement should be discouraged immediately as this is a possible origin of mannerisms. Such movement was noted to be turning in circles and "hand flapping".

3) Because of the difficulty of evaluating his auditory discrimination and localization due to a confusion of responses, a higher communicative level and/or more discipline is thought to be desireable for future evaluations and instruction.

Our Occupational Therapist, Mrs. Suzanne Hays, spent a little time with Kenneth and also with his aunt and father, and I believe that her recommendations will be pretty well included in the ones that have already been made and in the one that I am about to make myself. My own efforts at testing Kenneth were unsuccessful, so far as getting Kenneth to cooperate and verbalize with me are concerned. I did present testing material from two tests to both his aunt and his father, with resulting scores indicating that Kenneth can, when at his best and in a familiar surrounding, perform at least at a low normal level.

On the Maxfield-Buchholz Scale of Social Maturity, his social age totalled out at 4.45 and his social quotient at 89. His problem areas at the three to five year levels include: drying his own hands acceptably, caring for himself at toilet (including wiping), washing his face unaided, unbuttoning front and side buttons, putting on coat or simple garment unassisted (and correctly), eating with fork with only moderate spilling, using all the personal pronouns with some understanding, using past tense and plural forms correctly, taking active part in dramatic play, adjusting readily to group situations involving some conformity to rules, making forms with some approximation to that of the intended object (such as people, animals, etc.), asking questions about meanings of words - how things work - what they are for, being spurred on in various activities by competition of other children of approximately the same age and group, telling a long familiar story, carrying out extended objects involving physical activity which continue from one day to the next, and movement about his immediate neighborhood (beyond the next door yards). During his sixth year, he should be making significant progress in the followings areas: brushing his teeth with only general supervision, dressing himself except for tying bow knots, buttoning fairly large front and side buttons, hanging up his cloths as part of dressing or undressing, brushing or combing his hair independently, tying simple bow knots which remain tied, using a knife for cutting and spreading soft foods, skipping or hopping on one foot, usually differentiating between pretending and actual fact, and telling with reasonable accuracy whether it is morning, afternoon or evening. It is not expected that Kenneth would accomplish all these things within this next few months, but it is hoped that some attention might be given to many of them, in rather relaxed and unpressured fashion, but with some definite attention toward helping him to make progress in many of these areas. Mrs. Henderson points out that he overdoes some things, such as taking off his shoes, responding to music, memorizing, and the like. The overdoing of these activities should be discouraged, of course, and he should be helped to do these things appropriately and with broadening of skills and activities. She also mentioned that he does other things when he wants to or only in familiar surroundings - he is no doubt very inconsistent in a number of these things and not likely to perform well in new situations. One of the big issues, of course, will be helping him to respond more readily in new situations and put his skills and abilities to more consistent use very early in his new surroundings and contacts.

We also went through the first five levels of the Interim Hayes-Binet Intelligence Test for the Blind, with a resulting mental age of 4 years 7 months, and an intelligence quotient of 90. At year III, Kenneth is not yet ready to point or hand over the longer of two sticks several times in a row, when handed to him in alternating hands or placed in different positions before him on a table. At year IV, he is not yet ready to answer the why or what for of both houses and books, and he is not yet ready to handle as many as two opposite analogies, such as "brother is a boy, sister is a   , in daytime it is light, at night it is   ." At year IV-6, he probably can not yet repeat four digits, tell what common objects are made of (house, window, book), or consistently answer correctly the question "is this morning or afternoon?"

His limitations at year V would center around repeating correctly a sentence of some ten words and scoring on at least three opposite analogies of the sort mentioned earlier. At year VI, he would have difficulty counting out and handing to another person a specific number of cubes asked for, would not be able to get four opposite analogies correct, and would not catch on to the idea of repeating two digits backward. Mrs. Henderson and Mr. Louks both feel that Kenneth is capable of repeating three digits forward, sentences of five or six words, correctly and consistently counting two, three, or four objects, as well as counting as many as thirteen pennies, pointing to parts of his body and correctly telling the use of some of them, giving his name and telling whether he is a boy or girl, consistently handing over the larger of two cubes, defining words as high as the six year level, and being able to give the basic differences between two common objects in his environment (such as bird and dog or wood and glass). If he were able to do all the things that I have mentioned in these last two paragraphs, his I.Q. would be up in the 120 bracket. So, we do not expect him to accomplish all of these things in a short perio of time, but we hope that he will again make some significant progress in the months just ahead.

I think that all of us who saw Kenneth were impressed with the interest that both his aunt and his father have in him and the effort that they are putting forth to help him to grow and develop as rapidly and as normally as possible. I'm sure that we all realize that Kenneth has not developed as rapidly and as well as a child normally would in the first five years of his life, nor has he made as much progress as the visually handicapped child might normally be expected to make. While it did not appear to us that Kenneth's hearing problem is a particularly problematical one, there is no doubt that his speech development is considerably below that of the average five year old. Problems in this area can certainly spill over into other areas and cause interuptions in or difficulties with the normal growth process. We would like to urge you, the folks at home, and the folks at Delta Gamma to continue working with Kenneth in pretty much the same fashion that you've been doing. We have the feeling that he is making the kind of progress that we would expect him to make at this stage of the game and with the difficulties he has, and we believe that all of you are doing a good job in your efforts to work with him. We feel that it is important that no-one get up tight about the situation or feel pressured into accomplishing more than would be reasonable for you to try or Kenneth to be expected to do within any given day or longer period of time. There are many things to be worked on, but they will not be accomplished in a day or two, a week or two, or a month or two, or even a year or two, so the important thing is to continue to work with him along the lines that seem appropriate and in the areas where he can best be motivated to put forth his own best efforts.

I hope that he will be ready for enrollment at MSB next fall, but I cannot presently say that he will be. We definitely want to see him again the last week in April, and we may want to see him once more sometime during the summer. If he is enrolled at MSB next fall, it will almost surely be in our Special A classroom, as it seems unreasonable to expect him to make enough progress during these next six months to be ready for the more rigorous demands of our kindergarten room. A spirit of relaxed cooperation among all of you who are working with Kenneth at the present time and who will continue to work with him in the weeks and months just ahead will almost certainly serve him best. We hope that this report will be of some help to you and that you will feel free to call upon us if a naughty problem comes up that we might help you work out or if you have time to give us more detailed information regarding his progress and the problem areas which seem most difficult to handle.

Thank you very much for your interest in Kenneth Louks, and we shall be keeping in touch with you during the spring season.

Sincerely yours,

Bob McQuie per D.A.

Bob McQuie, Counselor

cc: Virginia Murray, Delta Gamma
    Mrs. Ann Henderson

BM/da

APPENDIX R

Responses of Parents Enrolled in Parent Study Groups to Items of the Parent-Child Relationships Scale During the First (N=36) and Last (N=31) Sessions of Group Meetings

			* U	L	?
1.	Physically remove your child from the piano when he refuses to stop banging on it after you have told him it is becoming unbearable to you.	Pre	0 (0%)	36 (100%)	0 (0%)
		Post	8 (26%)	22 (71%)	1 (3%)
2.	Praise your child for being consistently prompt in coming home to dinner.	Pre	9 (25%)	23 (64%)	4 (11%)
		Post	17 (55%)	14 (45%)	0 (0%)
3.	Scold your six-year-old child if he demonstrates objectionable table manners in front of guests.	Pre	14 (39%)	22 (61%)	0 (0%)
		Post	18 (58%)	9 (29%)	4 (13%)
4.	Punish your child when he uses an objectionable swear word.	Pre	28 (78%)	4 (11%)	4 (11%)
		Post	26 (84%)	5 (16%)	0 (0%)
5.	Make your child apologize to another child he has treated very discourteously.	Pre	6 (17%)	29 (81%)	1 (3%)
		Post	14 (45%)	16 (52%)	1 (3%)
6.	Make your child eat almost everything on his plate before being allowed to leave.	Pre	20 (56%)	16 (44%)	0 (0%)
		Post	25 (81%)	6 (19%)	0 (0%)
7.	Punish or deny your child something when you catch him telling a lie.	Pre	10 (28%)	24 (67%)	2 (6%)
		Post	20 (65%)	10 (32%)	1 (3%)
8.	Punish or reprimand your child for stealing money out of your purse.	Pre	4 (11%)	29 (81%)	3 (8%)
		Post	10 (32%)	21 (68%)	0 (0%)
9.	Insist that your child perform when he is asked to do so for relatives or guests.	Pre	34 (94%)	2 (6%)	0 (0%)
		Post	29 (94%)	2 (6%)	0 (0%)
10.	Make your two-year-old remain on the toilet until he has performed his "duty," when you know he has to go.	Pre	27 (75%)	8 (22%)	1 (3%)
		Post	23 (74%)	8 (26%)	0 (0%)

Continued

APPENDIX R Continued

			* U	L	?
11.	Set up a system whereby your child can earn some kind of rewards if he regularly does his chores around home.	Pre	8 (22%)	24 (67%)	4 (11%)
		Post	11 (35%)	19 (61%)	1 (3%)
12.	Punish or threaten to punish your child if he eats between meals after you have told him not to.	Pre	22 (61%)	13 (36%)	1 (3%)
		Post	23 (74%)	5 (16%)	3 (10%)
13.	Punish or scold your child for not cleaning up his room after making a mess of it during play.	Pre	9 (25%)	27 (75%)	0 (0%)
		Post	15 (48%)	15 (48%)	1 (3%)
14.	Scold your child for carelessly breaking or ruining one of his expensive toys.	Pre	10 (28%)	26 (72%)	0 (0%)
		Post	15 (48%)	15 (48%)	1 (3%)
15.	Punish or scold your child for "sassing" you or saying something disrespectful.	Pre	5 (14%)	30 (83%)	1 (3%)
		Post	20 (65%)	11 (35%)	0 (0%)
16.	Make your child stop bringing his toys into the living room when it gets too cluttered.	Pre	7 (19%)	28 (78%)	1 (3%)
		Post	7 (23%)	24 (77%)	0 (0%)
17.	Make your child clean up his own mess when he carelessly spills food on the rug.	Pre	16 (44%)	19 (53%)	1 (3%)
		Post	7 (23%)	23 (74%)	1 (3%)
18.	Tell your child she is a good girl or reward her when she remains still while you are combing her hair.	Pre	5 (14%)	29 (81%)	2 (6%)
		Post	14 (45%)	17 (55%)	0 (0%)
19.	Punish your child for continuing to play in his room after you thought he had gone to sleep at his bedtime.	Pre	27 (75%)	8 (22%)	1 (3%)
		Post	23 (74%)	8 (26%)	0 (0%)
20.	Set up a system of rewards for your child if he habitually washes his hands before coming to the table.	Pre	29 (81%)	4 (11%)	3 (8%)
		Post	27 (87%)	2 (6%)	2 (6%)
21.	Make your child stop or punish him when you catch him fingering his genitals.	Pre	26 (72%)	8 (22%)	2 (6%)
		Post	25 (81%)	6 (19%)	0 (0%)

Continued

APPENDIX R Continued

			* U	L	?
22.	Punish or reprimand your children for fighting loudly with each other over a toy.	Pre	9 (25%)	26 (72%)	1 (3%)
		Post	20 (65%)	10 (32%)	1 (3%)
23.	Praise or reward your child for not crying when he doesn't get his way or has his feelings hurt.	Pre	17 (47%)	16 (44%)	3 (8%)
		Post	19 (61%)	11 (35%)	1 (3%)
24.	Threaten to punish or reprimand your child for telling you he won't go on an errand after you have asked him several times.	Pre	9 (25%)	26 (72%)	1 (3%)
		Post	16 (52%)	13 (42%)	2 (6%)
25.	Tell your daughter that you will buy her something she has been wanting if she keeps her dress clean until you go out to dinner a couple of hours from now.	Pre	31 (86%)	4 (11%)	1 (3%)
		Post	28 (78%)	2 (6%)	1 (3%)
26.	Punish or reprimand your child when you see him pulling up the skirt of the girl next door and embarrassing her.	Pre	11 (31%)	23 (64%)	2 (6%)
		Post	17 (55%)	12 (39%)	2 (6%)

* U - Unlikely for you to do this or something similar.
L - Likely for you to do this or something similar.
? - Uncertain or do not understand.

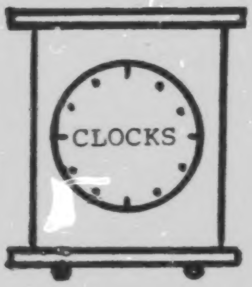
Ferguson-Florissant School District's

Saturday School
HOME ACTIVITY GUIDE

71,2-2

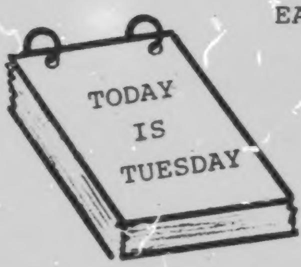
In this issue: Clocks and Calendars
Observing and Remembering

CLOCKS AND CALENDARS



CLOCKS are used to measure TIME---the minutes and hours that add up to a day. When 24 hours have passed, a day and a night have gone by. Then it is time for a new day to begin.

- Talk about: the numbers on a clock, the two hands, and how they move as the minutes and hours go by.
- Let your four year old hold up his right hand at "12", and move his left hand around to the clock positions for "1", "2", etc. up to "6". Then have him hold up his left hand and move his right hand to "7", "8", etc.
- Discuss some of the things he does "by the clock". What time does he leave for Saturday School, watch Sesame Street, go to bed?
- Discuss typical MORNING, AFTERNOON, and EVENING-time activities. When does he eat breakfast---morning, afternoon, or evening? Eat supper? Watch Sesame Street?

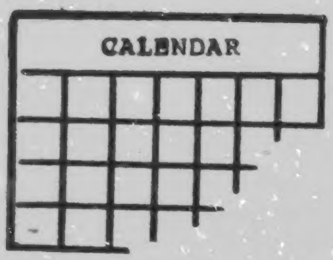


EACH DAY OF THE WEEK has a name, as this poem illustrates:

"Little Mousie Monday"

Little Mousie Monday washed all day;
Little Mousie Tuesday ironed, they say.
Little Mousie Wednesday made the bed.
Little Mousie Thursday baked the bread.
Little Mousie Friday swept the house.
Just like any neat little mouse.
Little Mousie Saturday went to town
And bought herself a pretty Sunday gown.

- Before bedtime each night, mark off the day on the calendar---and when seven days have gone by, a whole WEEK has passed!
- Also talk about YESTERDAY, TODAY, and TOMORROW. Yesterday is past, Today is always here, Tomorrow is coming. At the supper table, talk about what you are having today. What did he have yesterday for supper? What will you be serving tomorrow night?



A CALENDAR helps us keep track of the seven days of the week and the 12 months of the year.

- Leaf through a calendar and talk about the NAME for EACH MONTH of the year. What holidays do some months have? What is the weather sometimes like? What activities can you do better some months than others?
- What is his BIRTHDAY month? When 12 months have gone by, a year has passed, and he's one year older. He may enjoy this BIRTHDAY FINGER PLAY:

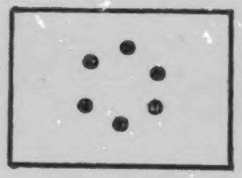
The first year I could only crawl.
The second year I stood up tall.
The third year I could ride a "trike."
The fourth year I could fly a kite.

The fifth year I grew very tall.
I marked the place upon the wall.
I swam and waded in the pool,
And then I started off to school!

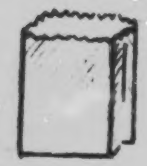
OBSERVING AND REMEMBERING

The Order of Things - While your child covers his eyes, arrange three (then four, then five) objects in a row on a table. Let him look at the objects for several seconds. Then have him turn away from the objects and name them in order (left to right). Change the order of the objects and play again.

Touch and Tell! - Have your child observe you closely as you touch three (then four, then five) objects in the room. Have him tell you, in the correct order, what objects you touched. If he cannot remember, give some hints---"It is red." Take turns.



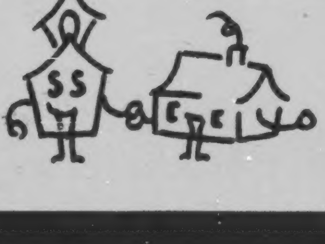
The Case of the Missing Marble - Place marbles, balls, or construction paper circles (each a different color) in the center of a white piece of paper. Have him close his eyes while you remove one of the marbles. Then have him tell you which color is missing. Start with three marbles and increase the number as his skill improves. Take turns.



Hide Away - As you walk around the room or house, place three small objects in a grocery sack. Then have your child name the objects in the bag. Increase the game's difficulty by increasing the number of objects you "hide-away" AND requiring him to name the order they were placed in the bag.

See-Shapes - Show your child a circle. Then have him look around the room and name two (or three) things in the room that have a circle shape (a lamp base, ashtray, plate, clock, button, bracelet). Do the same with a square, (chair-seat, handkerchief, record album), and a rectangle (coffee table, door, drawer, Kleenex box, window pane, candy bar).

Let your little HELPER decorate a Saturday School "Treasure" Box---to store some of his favorite Saturday School activities, including those that he will be making this summer.



PARENT-CHILD EARLY EDUCATION PROGRAM
Title III, Sec. 306, ESEA

APPENDIX T

CEMREL, Inc. 10646 St. Charles Rock Road, St. Ann, Mo. 63074 314-429-3535

cemrel

National Program on Early Childhood Education
9342 Dielman Industrial Court
Olivette, Missouri 63132
(314) 997-6112

July 11, 1972

Mrs. Mildred Winter
655 January
Ferguson, Missouri 63135

Dear Mrs. Winter:

From my prospective as a curriculum developer and evaluator in an early childhood education program, there are many features of The Saturday School Home Activity Guides that are appealing. For one thing, the guides, if used by parents, should help expand upon the variety of things children are able to do, helping children become more competent in their correct use of basic concepts pertaining to the attributes of objects (color, shape, size, texture, etc.), to space, to time, and to number; helping children make increasingly fine discriminations using their senses of sight, hearing, smell, touch, and taste; helping improve children's skills in such areas of thinking and expression as making comparisons, making logical inferences from data, translating ideas from one form to another, recalling observations and events, spotting incorrect information, speaking in full sentences, and so on. They should also help increase children's skills in small and large motor activities. In a word, the activity guides are well designed to increase children's repertoire of competencies.

Another appealing feature of the guides is the fact that they attend to children's emotional, as well as cognitive development. One way they do so, relates closely to the sequence in which activities are presented. They begin with simple concepts and activities likely to utilize knowledge and skills children already have. Gradually, the activities become more complex, as simple tasks are combined to form more complex ones. From my reading of the materials I would predict activities are sequenced in such a manner that children will not find them too difficult, with the result that they would be likely to perform well, be praised for their performance, and have a positive feeling toward their own capabilities. Another feature of the materials that would seem to contribute to the child's

APPENDIX T Continued

self-esteem is the emphasis on craft projects children could readily make and the emphasis on activities in which the child could be a helper at home. Suggestions like children helping by sorting clothes that are to be folded, assisting in cooking and searching for safety hazards have the beauty of developing their sense of importance at the same time as they contribute to their competence as young thinkers and to their parents' pride in what their children are able to do.

Were my children in the Saturday School Program, I feel certain I would look forward to receiving the home activity guide weekly. The directions for each activity are clear and simple. The activities make use primarily of materials we would have at home and would cause no strains on the family budget. Moreover, in each guide a variety of activities are presented; so that if one activity does not succeed, there would still be others that will. Finally, the activities would be fun for me and my children. As I would see them carrying out increasingly complex tasks, enjoying them as they carry them out, my joy in being one of their parents should increase.

It is clear that the Home Activity Guides are not in their final form. Several modifications could be made. For example, most parents would probably appreciate the suggestions for Christmas toys earlier, and perhaps teachers found that some concepts introduced early in the year and dealt with toward the end could get more emphasis during the middle. I also felt that several of the guides that came toward the end of the program dealt with topics that needed more time than one week, making it perhaps wiser to send parents guides for short two week units on topics like transprotation, communication, and animals from which parents could choose which units to deal with. Such problems as these are minor, however. The features of variety, clear directions, sound sequencing, low cost, and well chosen activities far outshine any problems I saw.

Sincerely,

Warren Solomon

Warren Solomon

WS:ls

PCEE PROGRAM
SEQUENCE CHART OF SKILL DEVELOPMENT

Teacher ____________________ **Date** ____________

Date of Skill Achievement:
- **1 - Prior to oct.**
- **2 - Oct., Nov.**
- **3 - Dec., Jan.**
- **4 - Feb., Mar.**
- **5 - Apr., May**
- **6 - Not Achieved**

THE CHILD:	HOME SCH CHILD																			
Matches colors																				
Identifies 6 or more colors																				
Matches shapes: circle, square, triangle, rectangle																				
Identifies above shapes																				
Touches and names parts of the body																				
Tells functions of hands, feet, ears, nose, etc.																				
Notices ways he is like and unlike others																				
Identifies familiar sounds in environment																				
Listens to directions for games and activities																				
Speaks in sentences of 5 or more words																				
Articulates clearly																				
Tells his whole name																				
Counts from 1 to 10 or beyond																				
Shows spatial judgment, as in obstacle course																				
Walks tape or chalk line																				
Throws and catches a ball																				
Responds to rhythm with body movements																				
Uses crayons with control																				
Uses scissors with control																				
Controls the brush and paint																				
Takes turns and shares																				
Expresses feelings in acceptable ways																				

Ferguson-Florissant School District
PARENT-CHILD EARLY EDUCATION PROGRAM
1971-72

Name ____________________ School ____________________

Home-School Teacher ____________________

POSTTEST SCORES

Chronological Age _____yrs. _____mos.
Mental Age _____yrs. _____mos.
Language Age _____yrs. _____mos.
Visual-Motor Integration _____yrs. _____mos.

I PERSONAL AND SOCIAL DEVELOPMENT

THE CHILD: Check one:	Achieved as of Jan.	Achieved as of June	Not Yet Achieved
1. Takes turns and shares			
2. Expresses feelings in acceptable ways			
3. Consistently completes a task			
4. Shows self confidence in trying new activities			

II LANGUAGE DEVELOPMENT

1. Speaks in sentences of 5 or more words			
2. Articulates clearly			
3. Tells his whole name			
4. Touches and names parts of the body			
5. Describes objects as to size, weight, texture			
6. Tells how things are alike or different as to size, shape, color, etc.			
7. Follows a series of two or more directions			
8. Identifies a few letters of the alphabet			
9. Identifies many letters of the alphabet			
10. Distinguishes words that rhyme			
11. Makes relevant verbal contributions in group conversation or discussion			

III MATH AND SCIENCE CONCEPT DEVELOPMENT

1. Identifies 6 or more colors			
2. Identifies shapes:circle, square, triangle, rectangle			
3. Reproduces above shapes			
4. Counts from 1 to 10 or beyond			
5. Identifies size differences: big, little, long, short, etc.			
6. Sequences rods, objects from shortest to longest			
7. Reproduces a simple pattern from memory			
8. Identifies and constructs sets of 1 to 5			
9. Identifies and constructs sets of 0-10			
10. Recognizes numerals 1-5			
11. Recognizes numerals 0-10			
12. Associates numerals 1 to 5 with their corresponding sets			
13. Associates numerals 0 to 10 with their corresponding sets			
14. Understands and applies the terms more than, less than			

IV MOTOR SKILL DEVELOPMENT

Check one:

THE CHILD:	Achieved as of Jan.	Achieved as of June	Not Yet Achieve
1. Throws and catches a ball			
2. Walks a balance beam without stepping off			
3. Demonstrates orientation concepts:in-out, around-through, etc.			
4. Claps or marches in time with music			
5. Uses crayons with control			
6. Uses scissors with control			
7. Works a puzzle of 10 or more pieces			
8. Includes major body parts and features in drawing a person			
9. Follows left to right progression in tracking and drawing			
10. Prints his first name correctly			

Comments Regarding CHILD:

Comments Regarding PARENTS:

APPENDIX W

Teacher Ratings of Pupils' Skill Development During the First Project Year (N=748)

Skill Objectives	Prior to October	October November	Date of Achievement December January	 February March	April May	Not Achieved	Blank
1. Identifies 6 or more colors	397 (54%)	227 (31%)	45 (6%)	24 (3%)	14 (2%)	28 (4%)	13
2. Identifies shapes: circle, square, triangle, rectangle	116 (16%)	356 (48%)	119 (16%)	64 (9%)	51 (7%)	33 (4%)	9
3. Touches and names parts of the body	340 (46%)	322 (44%)	39 (5%)	19 (3%)	6 (1%)	8 (1%)	14
4. Speaks in sentences of five or more words	578 (78%)	96 (13%)	33 (4%)	18 (2%)	8 (1%)	6 (1%)	9
5. Articulates clearly	521 (71%)	99 (13%)	9 (1%)	13 (2%)	9 (1%)	83 (11%)	14
6. Tells his whole name	311 (42%)	286 (39%)	49 (7%)	37 (5%)	27 (4%)	24 (3%)	14
7. Counts from 1 to 10 or beyond	311 (42%)	215 (29%)	116 (16%)	42 (6%)	21 (3%)	29 (4%)	14
8. Throws and catches a ball	205 (28%)	341 (46%)	115 (16%)	36 (5%)	23 (3%)	14 (2%)	14
9. Uses crayons with control	225 (31%)	275 (37%)	124 (17%)	62 (8%)	30 (4%)	18 (2%)	14
10. Uses scissors with control	135 (18%)	267 (36%)	182 (25%)	70 (10%)	45 (6%)	35 (5%)	14

APPENDIX W Continued

Skill Objectives	Date of Achievement Prior to October	October November	December January	February March	April May	Not Achieved	Blank
11. Identifies size differences: big, little; long, short; etc.	110 (15%)	305 (41%)	223 (31%)	49 (7%)	36 (5%)	15 (2%)	5
12. Sequences rods, objects from shortest to longest	53 (7%)	276 (37%)	276 (37%)	63 (8%)	45 (6%)	29 (4%)	6
13. Identifies and constructs sets of 1 to 5	75 (10%)	270 (36%)	263 (35%)	45 (6%)	56 (8%)	32 (4%)	7
14. Reproduces shapes: circle, square, triangle, rectangle	20 (3%)	148 (20%)	199 (27%)	161 (22%)	102 (14%)	113 (15%)	5
15. Works a puzzle of 10 or more pieces	106 (14%)	274 (37%)	249 (33%)	47 (6%)	32 (4%)	36 (5%)	4
16. Walks a balance beam without stepping off	26 (4%)	208 (30%)	275 (40%)	101 (15%)	70 (10%)	15 (2%)	53
17. Demonstrates orientation concepts: in, out; around, through; etc.	45 (6%)	168 (23%)	384 (52%)	75 (10%)	53 (7%)	19 (3%)	4
18. Takes turns and shares	114 (15%)	361 (48%)	154 (21%)	67 (9%)	25 (3%)	24 (3%)	3
19. Expresses feelings in acceptable ways	115 (15%)	293 (39%)	179 (24%)	59 (8%)	58 (8%)	40 (5%)	4
20. Describes objects as to size, weight, texture	11 (1%)	22 (3%)	395 (53%)	206 (28%)	63 (8%)	50 (7%)	1
21. Identifies and constructs sets of 0 - 10	28 (4%)	29 (4%)	278 (38%)	141 (19%)	102 (14%)	155 (21%)	15

APPENDIX W Continued

Skill Objectives	Prior to October	October November	December January	February March	April May	Not Achieved	Blank
		Date of Achievement					
22. Recognizes numerals 1-5	67 (9%)	92 (12%)	371 (50%)	115 (15%)	51 (7%)	52 (7%)	0
23. Recognizes numerals 0-10	27 (4%)	63 (9%)	218 (32%)	192 (28%)	70 (10%)	118 (17%)	60
24. Reproduces a simple pattern from memory	0 (0%)	103 (14%)	284 (38%)	138 (19%)	158 (21%)	59 (8%)	6
25. Follows a series of two or more directions given simultaneously	17 (2%)	32 (4%)	228 (31%)	289 (39%)	131 (18%)	48 (6%)	3
26. Claps or marches in time with music	6 (1%)	14 (2%)	254 (34%)	211 (28%)	143 (19%)	120 (16%)	0
27. Follows left to right progression in tracking and drawing	4 (1%)	20 (3%)	247 (33%)	160 (21%)	190 (25%)	126 (17%)	1
28. Associates numerals 1 to 5 with their corresponding sets	28 (4%)	58 (8%)	269 (37%)	241 (33%)	80 (11%)	51 (7%)	21
29. Associates numerals 0 to 10 with their corresponding sets	7 (1%)	33 (5%)	99 (14%)	264 (37%)	118 (16%)	201 (28%)	26
30. Identifies a few letters of the alphabet	84 (11%)	62 (8%)	110 (15%)	299 (41%)	99 (14%)	77 (11%)	17
31. Identifies many letters of the alphabet	17 (2%)	29 (4%)	91 (13%)	199 (27%)	134 (19%)	254 (35%)	24
32. Distinguishes words that rhyme	0 (0%)	3 (<1%)	16 (2%)	269 (37%)	221 (30%)	220 (30%)	19

APPENDIX W Continued

Skill Objectives	Date of Achievement Prior to October	October November	December January	February March	April May	Not Achieved	Blank
33. Includes major body parts and features in drawing a person	4 (1%)	11 (1%)	72 (10%)	300 (41%)	213 (29%)	136 (18%)	12
34. Shows self-confidence in trying new activities	35 (5%)	104 (15%)	117 (17%)	257 (37%)	109 (15%)	82 (12%)	44
35. Tells how things are alike or different, as to size, shape, color, etc.	0 (0%)	4 (1%)	72 (10%)	159 (22%)	341 (47%)	149 (21%)	23
36. Makes relevant verbal contributions in group conversation or discussion	5 (1%)	15 (2%)	71 (10%)	140 (20%)	303 (43%)	166 (24%)	48
37. Understands and applies the terms more than and less than	0 (0%)	17 (2%)	47 (6%)	114 (15%)	404 (55%)	158 (21%)	8
38. Prints his first name correctly	2 (<1%)	29 (4%)	125 (17%)	148 (20%)	275 (38%)	148 (20%)	21
39. Consistently completes a task	11 (2%)	72 (10%)	107 (15%)	154 (22%)	256 (36%)	111 (16%)	37

SPECIAL PROGRAMS AND PROJECTS (TITLE III, SEC. 306, ESEA)
EVALUATION REPORT: PROJECT YEAR II, 1972-73

TITLE: Parent-Child Early Education Program

SUBMITTED BY: Ferguson Reorganized School District R-2

ADDRESS: 655 January Avenue - Ferguson, Missouri 63135

SUBMITTED TO: Director
Division of Plans and Supplementary Centers
U.S. Office of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

DATE SUBMITTED: August 15, 1973

Warren M. Brown Superintendent of Schools
(Signature of authorized representative)

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I. EVALUATION REPORT

A. Overall Objectives

The overall objectives of the Parent-Child Early Education Program are designed to be achieved within a three year period. The evaluation findings for those objectives are discussed under each of the program components and are reported in terms of meeting the objective and often comparing it with results obtained at the end of the first project year.

The results of the second year of the program clearly indicate that the Saturday School Program has been effective with students, parents, and teachers.

THE STUDENTS, as a whole, have shown growth both in cognitive and affective areas of development. Preliminary follow-up has shown these skills to be maintained. Special assistance to the handicapped, whether they have evidenced emotional or learning difficulties, has resulted in the amelioration of these problems.

THE PARENTS, as a group, have shown increasingly positive modes of perceiving and interacting with their children. They have shown appropriate teaching techniques including reinforcement procedures and accomplishment of task objectives.

THE TEACHERS were found to have increased their use of appropriate teaching techniques and in the positiveness of their relationships with children and parents. Continual teacher planning and assistance by consultants have aided this staff development.

While it has not proven possible to change 100% of each group on every aspect measured, the program has apparently effected considerable change in the vast majority of pupils, parents, and teachers involved in it.

Furthermore, we believe that the objectives of the program in its various components have resulted in a well rounded alternative plan for early education in which the home and school are joint partners.

B. Evaluation findings for product and process objectives achieved at the end of the past budget period are summarized under components for: THE CHILD, THE PARENT, THE STAFF, THE HANDICAPPED, and MANAGEMENT PROCESS.

It should be noted that on each rating scale used for evaluation the positive end of the continuum is given the higher figure while the negative end of the continuum is assigned a "one."

1. THE CHILD

a. Product Objective One

> Upon completion of the first year in the Parent-Child Early Education Program, each pupil will exceed his expected growth, as determined by the developmental norm data of each test and by the pupil's original status on that test, by a minimum of one month in the areas of mental development, language development and visual-motor integration.

As part of a preliminary screening battery, all Parent-Child Early Education pupils were administered the Slosson Intelligence Test, the Northwestern Syntax Scale, and the Beery Test of Visual-Motor Integration in the fall of 1972. The results of these tests were used to identify pupils in need of further diagnoses and special programming and to provide data which could be used for both baseline and normative purposes. The three tests were administered to the pupils again at the end of the program year. A summary of the results of the fall and spring testing for all pupils for whom both pre and posttest scores were obtained is given in Table 1. (Please refer to Appendix A for the frequency distributions of the scores obtained on the tests by these pupils.)

Table 1

Results of the Preliminary Screening Battery Administered at the Beginning and End of the Second Program Year: Slosson Intelligence Test, Northwestern Syntax Scale, and the Beery Developmental Test of Visual-Motor Integration (N = 648)

Name of Test		Mean	Standard Deviation	t	p	Range of Scores
Slosson Intelligence Test (MA)	Pre	63.29	10.52	53.44	<.01	24-96
	Post	78.95	11.58			24-114
Northwestern Syntax Scale (LA)						
Receptive	Pre	43.68	13.43	31.67	<.01	19-87
	Post	60.62	14.65			19-93
Expressive	Pre	43.06	16.03	33.10	<.01	21-93
	Post	59.65	16.22			21-93
Beery Test (PA)	Pre	51.22	8.40	10.83	<.01	33-77
	Post	61.80	7.72			33-95

As can be seen in Table 1, there were statistically significant changes in all three tests in the direction of higher mean scores obtained at the end of the year administration than at the beginning of the year. Because the average chronological age of PCEE pupils entering the program in the fall of 1972 was 54 months, it was expected that their average mental, language, and perceptual ages would also be approximately 54 months. As the data in Table 1 show, the average entering mental age was a little more than nine months higher than expected, the average receptive and expressive language ages were more than ten months lower than those expected, while the average perceptual age was only slightly lower than expected. Upon exit from the program the average chronological age was 61 months. The average mental age at this time was 79 months, 18 months higher than is usually obtained; the average receptive and expressive language ages were 60 months, one month lower than is usually obtained; and, the average perceptual age was 62 months, one month higher than that usually attained in norming samples. Thus, the total sample gained, on the average, more than 16 months of mental age, 17 months of language age, and nearly 11 months of perceptual age during the seven months between test administrations.

Since the primary focus of the program was on the educationally disadvantaged child, it was imperative to compare the gains made by the primary target group with the progress of children with higher entering status, in addition to looking at the total sample. Therefore, further analyses were done comparing the rates of change for the bottom third, the middle third, and the top third of the pupils on each of the three pre and posttest measures used.

Analyses of individual changes in each of the three tests showed the following:

1) Mental Age, as measured by the Slosson Intelligence Test - Of the 648 pupils obtaining scores on

both administrations of this test, 26 (4%) gained the eight months expected for them during the seven months between testings, 28 (4%) gained nine months, 28 (4%) gained ten months, and 492 (76%) gained eleven or more months in mental age. Fourteen pupils (2%) gained seven months of mental age during the seven months between administrations of the test, 49 (8%) gained between one and six months, and 11 (2%) either showed no gain or regressed in mental age. Altogether, a total of 574 (89%) gained the expected eight months of mental age or more during the seven months between test administrations.

On the Slosson Intelligence Test the bottom third of the pupils in the pretest distribution, who had scores of 59 months and below, gained, on the average 16.70 months of mental age during the seven months between testings. The middle third of the group, who had pretest scores between 60 and 67 months, gained, on the average 16.01 months; and the top third, who had scores of 68 months and above on the pretest, gained 14.23 months of mental age during the seven months between the administrations of the test. There were,apparently, only small differences in the average rate of growth between the three groups in mental development, as measured by the Slosson Intelligence Test. However, the greatest rate of gain was achieved by those with the lowest entering status.

2) Language Age, as measured by the Northwestern Syntax Scale.

a) Receptive Language Age - Of the 648 pupils obtaining scores on both administrations of the test, 14 (2%) gained the eight months expected for them during the seven months between testings, 16 (2%) gained nine months, 21 (3%) gained ten months, and 442 (68%) gained eleven or more months. Sixteen pupils (2%) gained seven months of receptive language age during the seven months between administrations, 55 (8%) gained one to six months, and 84 (13%) either did not change their scores or regressed. In sum, 493 (76%) of the pupils met or exceeded the expectation of an eight month gain.

Comparisons made between the lower, middle, and upper thirds of the group showed the bottom third of the pupils had scores of 37 months and below and gained, on the average, 22.82 months of receptive language age during the seven months between testings. The middle third, who had pretest scores of 38 and 48 months gained an average of 16.49 months, while the top third of the pupils, who had pretest scores of 49 and above, gained an average of 11.55 months. There were apparently large differences in gain in receptive language age dependent upon pupils' entering status. Pupils with the lowest scores gained more than three months for each month in the program; the pupils with the middle scores gained more than two months for each month in the program, and the pupils with the highest entering status gained a little more than one and one-half months for each month in the program.

b) Expressive Language Age - Of the total sample, 24 (4%) gained the eight months of language age expected for them, 22 (3%) gained nine months, 15 (2%) gained ten months, and 445 (69%) gained eleven or more months during the seven months between test administrations. Nine pupils (1%) gained seven months between testings, 60 (9%) gained between one and six months, and 73 (11%) either showed no gain or regressed. In total, 506 (78%) of the pupils equalled or exceeded the expectation of an eight months gain in expressive language age made for them.

Comparisons made between the lower, middle, and upper thirds of the group in expressive language age showed that the bottom third of the pupils, who had scores of 36 and below on the pretest, gained an average of 20.93 months between testings. The middle third, who had pretest scores ranging from 37 to 49 months, gained 17.50 months, while the upper third of the pupils, who had pretest scores of 50 months and above, gained an average of 10.77 months of expressive language age during the seven months between test administrations. Again, there were sizeable differences in gain among the three groups with the pupils with the lowest entering scores gaining about three months for each month in the program, the middle group averaged two and one-half months, and the upper group averaged a little more than one and one-half months for each month in the program.

3) Perceptual Age, as measured by the Beery Test - Twenty-seven (4%) of the 648 pupils attained the gain of eight months of perceptual age expected for them, 24 (4%) gained nine months, 43 (7%) gained ten months, and 300 (46%) gained eleven or more months. Fifty-four pupils (8%) gained seven months, 149 (23%) gained between one and six months, and 51 pupils (8%) either showed no change or regressed in their scores. Altogether, 394 (61%) of the pupils attained or exceeded the eight months of perceptual age expected for them.

Comparisons made between the gains attained by the lower, middle, and upper thirds of the initial distribution on this test showed that the lower third, who had scores of 48 months and below on the pretest, gained an average of 17.09 months during the seven months between testings. The middle third, who had initial scores between 49 and 54 months, gained an average of 9.81 months; and, the upper third, who scored above 56 months on the pretest, gained an average of 6.98 months. There were considerable differences in the average gains of the three groups. The pupils with the lowest entering perceptual age scores gained nearly two and one-half months for each month in the program whereas the middle group gained a little less than one and one-half months and the upper group gained approximately one month for every month in the program.

In summary, the various analyses of the data all show that the large majority of second year PCEE pupils met the criterion of eight months gain, or exceeded it, in the areas of mental, language, and perceptual age during the seven months of project operation. This is especially true for the pupils who initially scored below average for the group in the tests. The results of the two project years would show more similarities than differences. Pupils in the second project year had slightly higher initial and final mental age scores and slightly lower initial and final perceptual age scores than those pupils in the first project year. Slightly more pupils attained the goal of a minimum eight month gain between testings on these two instruments during the second project year. It is impossible to make direct comparisons between the results obtained on language age during the two project years since the test used was changed. One reason for the change in instruments was the low ceiling of the test used during the first year where it was found that the highest third of the sample averaged a gain of less than four months for the seven months between testings. This difficulty was apparently overcome with the use of the new instrument as the highest group averaged a gain of more than eleven months. However, a different language test will be used next year. The reasoning for this is contained under recommendations and conclusions for the coming year.

b. Product Objective Two

> Each primary target group pupil, who was found to be deficient on teacher ratings of the items listed below at the time of entry into the Parent-Child Early Education Program, will show an increase of a minimum of one step on a five-point scale, at the end of his first year in the program, in his:
>
> A. Responsiveness to learning activities presented by the teacher in the Home-Teaching sessions
>
> B. Achievement of the concepts presented during the Home-Teaching sessions.

Three hundred and twenty-five pupils had been provisionally identified as belonging to the primary target group as of March, 1973. Due to the attrition of nineteen pupils, the addition of one pupil considered to have emotional problems, the removal of eleven pupils as learning disabled and fifteen pupils who were not considered upon further testing to have hearing problems, the primary target group totaled 281 at the conclusion of the year. The consultant specialists identified the 281 belonging to the primary target group to have learning problems due to environmental or biological factors including emotional disorders, learning disabilities, low intellectual functioning, mental retardation, experiential deprivation, and physical disabilities. Two hundred and eighty-one of these pupils received ratings by their teachers on their responsiveness to learning activities and attainment of objectives during both their first and last home teaching sessions.

The items relating to this objective, together with N's and percentages for each point of the scales, are given in Appendix B for this sample as well as for the Total sample and a sample consisting of pupils not identified as belonging to the primary target group. The means, standard deviations, t test results, as well as the proportions of pupils found to be deficient (rated less than "4" on each five-point scale), are given in Table 2.

As can be seen from the results given in the table, primary target group pupils were rated statistically significantly higher on all items pertaining to this objective during the last home teaching session than during the first session. Also, far fewer of these pupils were found to be deficient in these traits than had been the case in the beginning of the second program year.

Table 2

A Summary of Initial and Final Ratings of Target Group PCEE Pupils by Their Teachers on Responsiveness to Learning Activities and Achievement of Concepts in Home-Teaching Sessions (N=281)

Item		Mean	Standard Deviation	t	p	Deficient N	Deficient %
Responsiveness to Learning Activities							
a. Outgoing vs. shy	Initial	3.69	1.33	8.04	<.01	114	41
	Final	4.31	1.00			47	17
b. Cooperative vs. uncooperative	Initial	4.05	1.19	5.82	<.01	77	27
	Final	4.46	.81			35	12
c. Talkative vs. hesitant	Initial	3.70	1.29	8.91	<.01	115	41
	Final	4.35	.89			41	15
d. Interested vs. disinterested	Initial	4.28	.96	7.03	<.01	58	21
	Final	4.69	.96			18	6
e. Attentive vs. distracted	Initial	4.03	1.14	7.05	<.01	82	29
	Final	4.49	.74			33	12
Achievement of Concepts							
a. Attained all vs. none of the objectives	Initial	3.91	1.10	9.44	<.01	98	35
	Final	4.50	.76			30	11

An analysis of individual pupil change for those pupils initially judged to be deficient on each of the rating scales showed the following:

Responsiveness to Learning Activities

1) Outgoing versus shy - Of the 281 pupils receiving teacher ratings on both the first and last home teaching reports, 114 (41%) were judged to be deficient in this trait initially. Of these 114 pupils, 32 (28%) gained one step, 41 (36%) gained two steps, and 21 (18%) gained three or more steps on this at the last home visit. Altogether, 94 pupils (82%) gained one step or more on this rating scale from time of entry into the program to time of exit.

2) Cooperative versus uncooperative - Seventy-seven pupils (27%) were rated as "three" or below on this five-point scale during the first home teaching session. Of the 77 pupils, 21 (27%) gained one step, 27 (35%) gained two steps, and 17 (22%) gained three or more steps in the ratings received during the last home visit. In total, 65 (84%) of the pupils rated as initially deficient in cooperation gained one or more steps in their final ratings.

3) Talkative versus hesitant - One hundred and fifteen (41%) of the 281 primary target group pupils were rated as deficient in this trait during the first home visit. Of the 115 pupils, 36 (31%) gained one step, 40 (35%)

gained two steps, and 22 (19%) gained three or more steps in their ratings received during the last home visit. In sum, 98 (85%) of the pupils rated as "three" or below initially gained one or more steps in their final ratings of this trait.

4) Interested versus disinterested - Fifty-eight (21%) of the 281 primary target group pupils were rated as being initially deficient in their interest during the first home visit. Of these 58 pupils, 13 (22%) gained one step, 31 (53%) gained two steps, and seven (12%) gained three or more steps in their final ratings. Altogether, 51 (88%) of those pupils judged to be initially deficient in this trait gained one or more steps in their final ratings.

5) Attentive versus distracted - Eighty-two (29%) of the 281 pupils were rated as being deficient in attention during the first home teaching session. Of these 82 pupils, 25 (30%) gained one step, 33 (40%) gained two steps, and 13 (16%) gained three or more steps in their attentiveness during the last home visit. In total, 71 (87%) of the pupils initially rated as deficient in this trait gained one or more steps in their final ratings.

Achievement of Concepts

1) Attained objectives (all versus none) - Of the 281 primary target group pupils rated during both the first

and last home visits, 98 (35%) were rated as attaining 50% or fewer of the objectives (received ratings of "three" or less) during the first home visit. Of these 98 pupils, 30 (31%) gained one step, 47 (48%) gained two steps, and 10 (10%) gained three or more steps in their attainment of concepts as rated during the last home visit. In sum, 87 (89%) of the primary target group pupils considered to be deficient in this trait gained one or more steps.

In general, the large majority (between 82% and 89%) of those pupils judged to be initially deficient on the scales relating to this objective met the criterion of a minimum increase of one step in their final ratings. In terms of meeting these criteria, the findings of the first and second project years are quite similar. The main differences between the findings of the two project years are that 1) fewer pupils were judged to be initially deficient on the six rating scales and, 2) there were somewhat smaller decreases in the proportions of pupils judged to be deficient in their final ratings during the second project year.

As stated in the Final Report of Project Year I the findings of 82% to 89% change obtained here probably represent more realistic expectations than those set forth in the objective. Again, it is hoped that the goal of 100% attainment on all items related to this objective will be more closely approximated during the third year of project operation.

c. Product Objective Three

> Each primary target group pupil, who was found to be rated as having less than very positive attitudes toward school by the teacher at the beginning of the Parent-Child Early Education Program, will increase by at least one step on a five-point rating scale in the positiveness of his attitudes toward school at the end of his first year in the program.

Two hundred and eighty-one of the 325 originally identified as belonging to the primary target group received ratings on their attitudes toward Saturday School during both their first and last home teaching sessions. The mean of the initial attitude ratings was 4.11 on a five-point scale and the standard deviation was 1.15. The mean of the final attitude ratings was 4.62 while the standard deviation was .72. The paired observations $\underline{t}$ test comparing initial and final ratings yielded a $\underline{t}$ of 7.75 ($p < .01$).

Of the 281 primary target group pupils, 79 (28%) were judged to be initially deficient in their attitudes toward Saturday School (received a rating of "three" or less). Of these 79 pupils, 13 (16%) gained one step, 42 (53%) gained two steps, and 13 (16%) gained three or more steps in their final ratings on this scale. Altogether, 68 (86%) of those pupils considered initially deficient in their attitudes gained one or more steps in their final ratings.

In sum, there was a significant change in the direction of more positive attitudes of primary target group pupils toward Saturday School. This can be inferred from the statistically significant t test result as well as in the changes in ratings of 86% of the pupils initially judged to have neutral or negative attitudes. These results are fairly similar to those obtained at the end of the first project year. There were slightly more pupils (5%) achieving the criterion set for them and more pupils were judged to be initially deficient during the first project year as compared with the second year. While the criterion of 100% goal attainment set forth in this objective was not met in either year of project operation, a closer approximation of this goal was attained. Hopefully, an even closer approximation will be achieved in the third year of project operation. (For complete tabulation, see Appendices B-1 and B-2.)

d. Product Objective Four (Revised 8/71)

> Each pupil, who was rated on any of the five scales on the Rating Scale of Self Esteem as having less than average self esteem by his teacher at the beginning of the Parent-Child Early Education Program, will increase by at least one step on each of those scales by the end of his first year in the Program.

Six hundred and forty-nine pupils of the total enrollment in the second project year were rated by their teachers on five five-point scales comprising the "Rating Scale of Self Esteem" both at the beginning and end of the program year.

The items relating to this objective, together with the *N*'s and percentages for each point of the scales are given in Appendices C-1 and C-2. The means, standard deviations, *t* test results, as well as the proportions of pupils found to be deficient (rated less than "three") on each scale are given in Table 3.

Inspection of the table shows that PCEE children were rated as adapting more easily to new situations and showing a greater sense of self esteeem at the end of the second program year than had been the case at the beginning of the year. These inferences are based on the statistically significant *t* test results and the generally decreasing proportions of pupils judged to be initially deficient on these scales. There were no statistically significant changes on the items of the scale dealing with pupils' reactions to failure, seeking of support, and seeking of attention.

Table 3
A Summary of Initial and Final Teacher Ratings of Pupils' Self Esteem
(N=649)

Item		Mean*	Standard Deviation	t	p	Deficient N	Deficient %
1. Child adapts easily to new situations, feels comfortable in new settings, enters easily into new activities	Initial	3.41	.99	4.95	<.01	124	19
	Final	3.58	.84			76	12
2. Child becomes upset by failures or other strong stresses as evidenced by such behaviors as pouting, whining, or withdrawing	Initial	2.51	.97	<1	n.s.	103	16
	Final	2.49	.98			104	16
3. Child seeks much support and reassurance from his peers or the teacher, as is evidenced by seeking their nearness or frequent inquiries as to whether he is doing well	Initial	2.47	.99	1.81	n.s.	110	17
	Final	2.55	.97			110	17
4. Child continually seeks attention as evidenced by such behaviors as speaking out of turn and making unnecessary noises	Initial	2.76	1.06	<1	n.s.	89	14
	Final	2.77	1.07			84	13
5. Extent to which child shows a sense of self esteem, self respect, and appreciation of his own worthiness	Initial	3.18	.97	7.13	<.01	140	22
	Final	3.44	.97			107	16

*It should be noted that "5" represents the positive end of the continuum represented by each scale.

An analysis of individual changes for those pupils judged to be initially deficient on each of the rating scales showed the following:

1) Child adapts easily to new situations - One hundred and twenty-four (19%) of the 649 were judged to be initially deficient (rated as "two" or less) on this scale. Of these 124 pupils, 53 (43%) gained one step, 26 (21%) gained two steps, and eight (6%) gained three or more steps in their final ratings. Altogether, 87 (70%) of the pupils rated as initially deficient in the ease of adapting to new situations gained one or more steps in their final ratings.

2) Child becomes upset by failures or other strong stresses - Of the 103 (16%) pupils rated as initially deficient in this trait, 45 (44%) gained one step, 25 (24%) gained two steps, and 5 (5%) gained three or more steps in their final ratings. In total, 75 (73%) of the pupils judged to become too easily upset by failures at the beginning of the year gained one or more steps on this scale at the end of the program year. It should be noted that 21 pupils who were not initially judged to be deficient (rated as "two" or less) became so in their final ratings.

3) Child seeks much support and reassurance from his peers or the teacher - One hundred and ten (17%) of the pupils were initially judged to be deficient in this trait. Of these 110 pupils, 27 (25%) gained one

step, 31 (28%) gained two steps, and 12 (11%) gained three or more steps in their final ratings of this trait. Altogether, 70 (64%) of those pupils rated as seeking too much support and reassurance initially gained one or more steps on this scale at the end of the program year. It should be noted that 35 pupils who were not initially judged to be deficient became so in their final ratings.

4) Child continually seeks attention - Eighty-nine (14%) of the pupils were rated as being initially deficient on this scale. Of these 89 pupils, 29 (33%) gained one step, 17 (19%) gained two steps, and 10 (11%) gained three or more steps in their final ratings of this trait. In total, 56 (63%) of the pupils judged to be continually seeking attention initially gained one or more steps in the direction of seeking less attention at the end of the second program year. It should be noted that 24 pupils not initially rated as being deficient on this trait became so in their final ratings.

5) Extent to which child shows a sense of self esteem - Of the 649 pupils receiving both initial and final ratings on this scale, 140 (22%) were judged to be deficient initially. Of these 140 pupils, 70 (50%) gained one step, 29 (21%) gained two steps, and three (2%) gained three or more steps. Altogether, 102 (73%) of

the pupils judged to be deficient in their sense of self esteem at the beginning of the second program year gained one or more steps in their ratings of this trait at the end of the year.

In general, a substantial majority (63% to 73%) of the pupils judged to be initially deficient on the five rating scales relating to this objective met the criterion of gaining one step in their final ratings. These findings are somewhat lower than those obtained during the first project year where the proportions of pupils who achieved the criterion of a one step gain ranged from 73% to 83%. Also, in the first project year there were statistically significant differences on all five items of the scale compared to the significant differences obtained on two of the five items during the second project year. It is hoped that a closer approximation of the goal of 100% attainment of this objective will be met during the third project year.

Follow-up analyses were made on the self-esteem rating scales comparing pupils who had participated in the first year PCEE Program to pupils who had other types of preschool experiences and to pupils who had no preschool experience of any kind. Kindergarten teachers rated all pupils during the fall of 1972. The results of these analyses may be seen in Appendix C-3.

It was found that on three of the five scales, those dealing with adaptation to new situations, reaction to failure, and seeking of support, there were no statistically significant differences between the three groups. On two of the scales there were differences. On the scale concerned with attention-seeking-behavior it was found that those pupils who had attended the PCEE Program received, on the average, more favorable ratings than either the pupils who had attended preschool programs other than PCEE or the pupils who had no preschool experience. On the scale measuring the overall self esteem of children, it was found that those pupils who had preschool experience were rated higher by their kindergarten teacher than those pupils in the other two groups. It should be noted, however, that these differences, while statistically significant, were rather small. The greatest difference in means between any two of the three groups was .27 on a five-point scale. In summary, it would appear that there were slight tendencies for kindergarten pupils with preschool experience other than that provided in the PCEE Program to be rated as seeking more attention but also having somewhat higher self esteem than PCEE pupils.

e. Product Objective Five

> Each child in the Parent-Child Early Education Program who was found to be deficient on parent ratings of items in the developmental areas listed below at the time of entry into the program, will show an increase of a minimum of one step on a five-point scale, at the time of entry into kindergarten, in his achievement of: Personal and Social Development; e.g., ability to follow simple directions; take good care of things he uses; take turns with other children; Language and Concept Development; e.g., speak in sentences; tell color of things; identify letter of the alphabet; Physical Skill Development; e.g., run, hop, and jump; clap or march to music; build structures with blocks or construction toys.

Two behavior checklists, one entitled "Introducing My Preschool Child" and the other named "Introducing My Kindergarten Child," were completed by parents prior to pupils' entry into the PCEE program in 1971 and into the kindergarten year in 1972 respectively. There were 47 three-point rating scales that were common to both checklists. The ratings of a total of 625 pupils who had participated in the first PCEE project year and who had entered kindergarten in the district in the fall, 1972 were collected and tabulated. A summary of these ratings including 1971 and 1972 means, standard deviations, paired observation *t* test results, as well as the proportions of pupils rated as being deficient (generally this means rated as 1 or 0; exceptions are noted where they occur) on each of the rating scales is presented in Table 4.

Table 4

A Summary of Initial and Final Parent Ratings on the Items of "Introducing My Preschool Child" September, 1971 and "Introducing My Kindergarten Child" September, 1972

Item		Mean	Standard Deviation	t	p	Deficient	
						N	%
PERSONAL AND SOCIAL DEVELOPMENT							
MY CHILD							
Snaps, buttons, and zips clothing	1971	1.46	.59	14.52	<.01	295	50
	1972	1.81	.40			104	18
Goes to toilet by himself	1971	1.93	.41	2.10	<.05	43	7
	1972	1.97	.18			17	3
Takes good care of things he uses	1971	1.43	.58	7.97	<.01	320	53
	1972	1.61	.49			226	37
Pays attention and concentrates well	1971	1.32	.53	4.14	<.01	382	65
	1972	1.42	.51			335	57
Follows simple directions without reminding	1971	1.40	.57	3.89	<.01	352	59
	1972	1.50	.51			291	49
Tells what he wants or needs	1971	1.94	.36	-1.41	n.s.	40	7
	1972	1.92	.28			50	8
Takes turns and shares	1971	1.47	.56	5.74	<.01	318	54
	1972	1.61	.50			231	39
Remembers rules of games he plays	1971	1.25	.62	11.42	<.01	388	66
	1972	1.55	.54			253	43
Helps with simple household jobs	1971	1.51	.55	1.98	<.01	276	47
	1972	1.56	.51			254	43
LANGUAGE AND CONCEPT DEVELOPMENT							
Speaks in sentences of five or more words	1971	1.91	.32	4.61	<.01	50	8
	1972	1.96	.20			21	4
Identifies 6 or more colors	1971	1.57	.72	13.20	<.01	172	29
	1972	1.94	.29			30	5

(Cont'd.)

Table 4 (Continued)

Item		Mean	Standard Deviation	t	p	Deficient	
						N	%
Recites rhymes, sings songs	1971	1.49	.65	9.22	<.01	257	44
	1972	1.70	.50			163	28
Tells how things are alike or different	1971	1.[illegible]4	.63	11.55	<.01	293	50
	1972	1.74	.46			152	26
Identifies a few letters of the alphabet	1971	1.28	.81	16.71	<.01	287	50
	1972	1.79	.48			101	18
Identifies many letters of the alphabet	1971	.85	.91	17.14	<.01	381	66
	1972	1.45	.81			200	34
Prints his first name correctly	1971	.62	.84	27.24	<.01	457	78
	1972	1.63	.63			169	29
Tells his whole name	1971	1.70	.60	10.52	<.01	138	24
	1972	1.96	.23			20	3
Tells his address	1971	.77	.81	19.45	<.01	448	78
	1972	1.47	.72			231	40
Tells his telephone number	1971	.32	.66	20.09	<.01	521	91
	1972	1.10	.89			316	55
Counts from 1 to 10 or beyond	1971	1.66	.65	10.48	<.01	144	24
	1972	1.93	.29			32	5
MOTOR SKILL DEVELOPMENT							
Can ride a tricycle or bicycle	1971	1.98	.18	<1	n.s.	11	2
	1972	1.97	.21			12	2
Runs, hops, and jumps	1971	1.96	.19	1.15	n.s.	22	4
	1972	1.97	.17			14	2
Claps or marches in time to music	1971	1.59	.58	6.17	<.01	214	36
	1972	1.74	.48			140	24
Uses scissors with control	1971	1.16	.73	16.41	<.01	384	65
	1972	1.64	.53			198	34

(Cont'd.)

Table 4 (Continued)

Item		Mean	Standard Deviation	t	p	Deficient	
						N	%
MY CHILD HAS HAD TROUBLE WITH:*							
Eating	1971	69	.68	-4.15	<.01	330	57
	1972	.56	.65			273	47
Sleeping	1971	.31	.53	-4.37	<.01	155	27
	1972	.20	.45			103	18
Stomach Irregularities	1971	.20	.43	<1	n.s.	111	19
	1972	.19	.41			106	18
Getting along with children	1971	.83	.70	-6.96	<.01	375	65
	1972	.59	.67			281	49
Getting along with adults	1971	.65	.77	-6.26	<.01	265	44
	1972	.42	.69			177	30
Unusual fears	1971	.42	.55	-5.67	<.01	225	39
	1972	.27	.53			139	24
Nervousness	1971	.31	.50	-2.40	<.05	172	30
	1972	.26	.47			144	25
Thumbsucking	1971	.37	.71	-5.30	<.01	134	23
	1972	.27	.61			105	18
Overactivity	1971	.50	.66	-7.42	<.01	232	40
	1972	.31	.54			155	27
Daydreaming	1971	.32	.49	-2.65	<.01	180	31
	1972	.26	.45			149	26
Temper tantrums	1971	.62	.57	-7.69	<.01	334	58
	1972	.44	.54			242	42
Crying	1971	.78	.57	-5.83	<.01	414	71
	1972	.64	.58			340	59
Lying	1971	.49	.53	-2.65	<.01	274	47
	1972	.43	.52			241	42
Tearing or breaking things	1971	.42	.51	-9.69	<.01	237	41
	1972	.21	.41			122	21

(Cont'd.)

Table 4 (Continued)

Item		Mean	Standard Deviation	t	p	Deficient N	Deficient %
Wetting	1971	.34	.60	-5.97	<.01	158	27
	1972	.21	.50			97	17
Speech	1971	.44	.64	-8.65	<.01	206	36
	1972	.23	.53			101	18
INTERESTS AND EXPERIENCES							
Is read to	1971	1.56	.53	<1	n.s.	247	42
	1972	1.56	.52			254	43
Goes to library	1971	1.07	.84	-2.19	<.05	357	61
	1972	1.01	.74			427	73
Watches Sesame Street	1971	1.47	.63	2.38	<.05	271	46
	1972	1.53	.58			249	42
Takes trips outside the community	1971	1.60	.54	-2.20	<.05	221	38
	1972	1.54	.55			254	43

*All the scales in this area were scored as follows: 2 = often; 1 = once in a while; and, 0 = not at all.

For the complete frequency tabulation of ratings, refer to Appendix D-1.

As can be seen in Table 4, parents generally rated their children higher in the areas of personal and social development as well as in language and concept development at the time of entry into kindergarten than they had at the time of entry into the PCEE Program. They also rated their children as having fewer problems physically and emotionally at the time of entry into kindergarten. These findings may be inferred from the statistically significant t test results and the differences in the proportions of pupils found to be deficient in the items at the two different times of rating. There were mixed results in the areas of interests and experiences and motor skill development. In some cases there were no statistically significant results; in a few instances there were reversals with parents rating pupils higher prior to entry into the PCEE Program than into kindergarten; and in a few cases, parents rated pupils higher upon entry into kindergarten than upon entry into the PCEE Program. Altogether, of the 44 rating scales compared, there were 37 statistically significant t test results showing higher parental ratings in skill development and behavior at the time of entry into kindergarten compared to that exhibited one year earlier by children. Of these 44 comparisons, seven were not statistically significant and only two showed a reversal with higher ratings given initially. Thus, the overwhelming evidence is that parents judged their children to have generally improved in almost all areas of development.

An analysis of individual changes made for those pupils found to be deficient at the time of entry into the PCEE Program showed the following:

PERSONAL AND SOCIAL DEVELOPMENT

1) Child snaps, buttons, and zips clothing - Of the 591 pupils rated on this scale both in 1971 and 1972, 295 (50%) were judged to be initially deficient in this skill. Of the 295 pupils, 207 (70%) gained one step and 11 (4%) gained two steps. Altogether, 218 (74%) of the pupils identified as deficient at the time of entry into the PCEE Program gained one or more steps in their ratings by the time of entry into kindergarten.
2) Child goes to the toilet by himself - Of the 593 pupils rated on this scale both in 1971 and 1972, 43 (73%) were initially judged as being initially deficient in this behavior. Of the 43 pupils, 37 (86%) gained one step and one (2%) gained two steps. Altogether, 38 (88%) of the pupils identified as deficient at the time of entry into the PCEE Program gained one or more steps in their ratings.
3) Child takes good care of things he uses - Of the 590 pupils rated on this scale, 320 (54%) were judged to be initially deficient in this trait. Of the 320 pupils, 146 (46%) gained one step and 3 (1%) gained two steps. In total, 149 (47%)

of those judged deficient gained one or more steps by the time of entry into kindergarten.

4) Child pays attention and concentrates well - Of the 588 pupils rated on this scale both in 1971 and 1972, 382 (65%) were rated as deficient in this behavior. Of these 382 pupils, 124 (32%) gained one step and 2 (1%) gained two steps. Altogether, 126 pupils (33%) met the criterion of an increase of one or more steps.

5) Child follows simple directions without reminding - Of the 592 pupils rated twice on this scale, 352 (59%) were rated as being deficient in this trait. Of these 352 pupils, 146 (41%) met the criterion of a one-step gain on this three-point scale.

6) Child tells what he wants or needs - Of the 593 pupils rated twice on this scale, 40 (7%) were rated as "0" or "1." Of these 40 pupils, 31 (78%) gained one step and 1 (2%) gained two steps. In sum, 31 pupils (80%) met the criterion of a one-step gain or more on this behavior as reported by their parents.

7) Child takes turns and shares - Of the 593 pupils rated on this three-point scale both times, 318 (54%) were judged to be deficient on the first rating. Of these 318 pupils, 145 (46%) met the criterion of a one-step gain in their final ratings.

8) Child remembers rules of games he plays - Of the 587 pupils rated by their parents on both administrations of the behavior checklist, 388 (66%) were judged to be initially deficient on this scale. Of these 388 pupils, 184 (47%) gained one step and 16 (4%) gained two steps in their second rating of this trait. Altogether, 200 (52%) pupils met or exceeded the criterion of a one-step gain in their final ratings of this trait.

9) Child helps with simple household jobs - Of the 592 pupils rated on both administrations of the checklist, 276 (47%) were judged to be deficient on their initial rating. Of these 276 pupils, 131 (47%) gained one step and 2 (1%) gained two steps. In sum, 133 (48%) of the pupils judged to be deficient met the criterion of a one step gain in their final rating.

LANGUAGE AND CONCEPT DEVELOPMENT

10) Child speaks in sentences of 5 or more words - Of the 593 pupils rated upon entry into both the PCEE and kindergarten years, 50 (8%) were judged to be deficient in their first ratings of this skill. Of these 50 pupils, 40 (80%) gained one step and 1 (2%) gained 2 steps in their second ratings. Altogether, 41 (82%) of the pupils rated as deficient in this trait met the criterion of a minimum of a one-step gain on this three-point scale.

11) Child identifies 6 or more colors - Of the 588 pupils rated initially and finally on this scale, 172 (29%) were judged to be deficient in this skill. Of these 172 pupils, 101 (59%) gained one step and 58 (34%) gained two steps in their final ratings. In sum, 159 (92%) of those pupils judged to be initially deficient met or exceeded the criterion of a one step gain in their ratings

12) Child recites rhymes, sings songs - Of the 589 pupils rated rated twice on this three-point scale, 257 (44%) were judged to be deficient in this behavior. Of these 257 pupils, 156 (61%) gained one step and 5 (2%) gained two steps. Altogether, 161 (63%) of those pupils judged initially deficient met or exceeded the criterion of a one step gain.

13) Child tells how things are alike or different - Of the 589 pupils rated both times on this skill, 293 (50%) were judged to be deficient on the first rating. Of these 293 pupils, 179 (61%) gained one step and 16 (5%) gained two steps in their final ratings of this trait. In sum, 195 (67%) of the 293 pupils met or exceeded the criterion of a one step gain.

14) Child identifies a few letters of the alphabet - Of the 572 pupils rated on this skill twice, 287 (50%) were found to be initially deficient. Of these 287 pupils, 166 (58%) gained one step and 69 (24%) gained two steps in their final ratings. Altogether, 235 (82%) of the 287 pupils met or exceeded the

criterion set for them.

15) Child identifies many letters of the alphabet - Of the 580 pupils rated twice on this skill, 381 (66%) were found to be initially deficient. Of the 381 pupils, 142 (37%) gained one step and 115 (30%) gained two steps. In sum, 257 (67%) of those pupils judged to be deficient in this skill upon entry into the PCEE Program met or exceeded the criterion set for them.

16) Child prints his first name correctly - Of the 589 pupils rated twice by their parents on this skill, 457 (78%) were found to be deficient at the time of entry into the PCEE Program. Of these 457 pupils. 169 (37%) gained one step and 221 (48%) gained two steps in their final ratings. Altogether, 390 (85%) of the 457 pupils met or exceeded the criterion.

17) Child tells his whole name - Of the 586 pupils rated both times on this scale, 138 (24%) were found to be initially deficient. Of these 138 pupils, 94 (68%) gained one step and 35 (25%) gained two steps in their second ratings. Altogether, 129 (93%) of the 138 pupils met or exceeded the criterion.

18) Child tells his address - Of the 586 pupils rated twice on this scale, 448 (76%) were judged as initially deficient. Of these 448 pupils, 214 (48%) gained one step and 113 (25%) gained two steps in their ratings received one year later. In

total, 327 (73%) of the 448 pupils met or exceeded the criterion.

19) Child tells his telephone number - Of the 575 pupils rated twice on this scale, 521 (91%) were judged to be initially deficient. Of these 521 pupils, 141 (27%) gained one step and 167 (32%) gained two steps in their final ratings. In total, 308 (59%) of the 521 pupils met or exceeded the criterion of a one step gain on this scale.

20) Child counts from 1 to 10 or beyond - Of the 590 pupils rated on this scale two times by their parents, 144 (24%) were found to be initially deficient. Of these 144 pupils, 78 (54%) gained one step and 46 (32%) gained two steps in their second ratings. In sum, 124 (86%) of the 144 pupils met or exceeded the criterion of a one step gain.

MOTOR SKILL DEVELOPMENT

21) Child can ride a tricycle or bicycle - Of the 590 pupils rated twice on this scale, 11 (2%) were rated as deficient initially. Of these 11 pupils, four (36%) gained one step and three (27%) gained two steps in their final ratings. In total, seven (64%) of the 11 pupils met or exceeded the criterion of a one step gain.

22) Child runs, hops and jumps - Of the 591 pupils rated twice on this scale, 22 (4%) were judged to be initially deficient. Of these 22 pupils, 21

(95%) met the criterion of a one-step gain in their final ratings.

23) Child claps or marches in time to music - Of the 589 pupils rated twice on this three-point scale, 214 (36%) were rated as initially deficient. Of these 214 pupils, 125 (58%) gained one step and 11 (5%) gained two steps in their final ratings. In total, 136 (64%) of the 214 pupils met or exceeded the criterion of a one step gain.

24) Child uses scissors with control - Of the 588 pupils rated twice on this scale, 384 (65%) were found to be initially deficient. Of these 384 pupils, 228 (59%) gained one step and 42 (11%) gained two steps on their second ratings. Altogether, 270 (70%) of the 384 pupils met or exceeded the criterion of a one step gain.

PROBLEMS

25) Child has trouble with eating - Of the 577 pupils rated by their parents both times on this scale, 330 (57%) were judged to have trouble either "often" or "once in a while" initially. Of these 330 pupils, 144 (44%) improved in their ratings by one step and 18 (5%) improved their ratings by two steps on the second administration of this checklist. It should be noted here that improvement on this scale, and on the following 16 scales as well, is denoted by a

decrease in rating where "2" denotes "often," "1" means once in a while, and "0" means "not at all." Altogether, then, 162 (49%) of the 330 pupils met the criterion of a minimum of a one step change.

26) Child has trouble with sleeping - Of the 569 pupils rated twice on this scale, 155 (27%) were found to have problems in this area initially. Of these 155 pupils, 90 (58%) changed one step and 13 (8%) changed two steps in a positive direction. In total, 103 (66%) of the 155 pupils met or exceeded the criterion.

27) Child has trouble with stomach irregularities - Of the 577 pupils rated both times on this scale, 111 (19%) were rated as having problems in this area initially. Of the 111 pupils, 63 (57%) changed one step and 2 (2%) changed two steps in a positive direction. In sum, 65 (59%) of the 111 pupils met the criterion set for them.

28) Child has trouble getting along with children - Of the 574 pupils rated on this trait, 574 (65%) were reported by their parents to have trouble in this area initially. Of these 574 pupils, 135 (36%) changed one step and 47 (13%) changed two steps in a more positive direction in their final ratings. Altogether, 182 (49%) of the 375 pupils met or exceeded the criterion of a one step change.

29) Child has trouble with getting along with adults - Of the 572 pupils rated twice on this three-point scale, 265 (46%) were reported by their parents to have problems in this area initially. Of these 265 pupils, 100 (38%) changed one step and 58 (22%) changed two steps toward the positive end of the scale in their final ratings. In total, 158 (60%) of the 265 pupils met or exceeded the criterion set for them.

30) Child has trouble with unusual fears - Of the 577 pupils rated twice on this scale, 225 (39%) were reported by their parents to have problems in this area initially. Of the 225 pupils, 138 (61%) changed one step and seven (3%) changed two steps toward the positive end of this scale. In total, 145 (64%) of the 225 pupils met or exceeded the criterion set for them.

31) Child has trouble with nervousness - Of the 576 pupils rated twice on this scale, 172 (30%) were reported to have this problem initially. Of these 172 pupils, 91 (53%) met the criterion set for them.

32) Child has trouble with thumbsucking - Of the 579 pupils rated twice on this scale, 134 (23%) were reported to have this problem initially. Of these 134 pupils, 45 (34%) changed one step and 14 (10%) changed two steps in a more positive direction.

In sum, 59 (44%) of the 134 pupils met the criterion set for them.

33) Child has trouble with overactivity - Of the 575 pupils rated twice on this scale, 232 (40%) were reported to have this problem initially. Of these 232 pupils, 130 (56%) changed one step and 13 (6%) changed two steps toward the positive end of this scale. In total, 143 (62%) of the 232 pupils met or exceeded the criterion set for them.

34) Child has trouble with daydreaming - Of the 576 pupils rated twice on this scale, 180 (31%) were reported by their parents to have this problem initially. Of these 180 pupils, 93 (52%) met the criterion of a one step more positive change between ratings.

35) Child has trouble with temper tantrums - Of the 579 pupils rated twice on this scale 334 (58%) were reported by their parents to have this problem initially. Of these 334 pupils, 149(45%) met the criterion set.

36) Child has trouble with crying - Of the 581 pupils rated both times on this scale, 414 (71%) were reported by their parents to have this problem initially. Of these 414 pupils, 139 (34%) met the criterion of a one step change in their final ratings.

37) Child has trouble with lying - Of the 577 pupils rated twice on this scale, 274 (47%) were reported by their parents to have this problem initially. Of these 274 pupils, 102 (37%) met the criterion set for them.

38) Child has trouble with tearing or breaking things - Of the 576 pupils rated twice on this scale, 237 (41%) were reported by their parents to have this problem initially. Of these 237 pupils, 145 (61%) met the criterion of a one step positive change in their final ratings.

39) Child has trouble with wetting - Of the 578 pupils rated twice on this scale, 158 (27%) were reported to have this problem initially. Of these 158 pupils, 83 (53%) changed one step and 13 (8%) changed two steps in a more positive direction. In total, 96 (61%) of the 158 pupils met the criterion set for them.

40) Child has trouble with speech - Of the 574 pupils rated both times on this scale, 206 (36%) were reported to have this problem initially. Of these 206 pupils, 127 (62%) changed one step and 15 (7%) changed two steps in a more positive direction. In total 142 (69%) of the 206 pupils met the criterion set for them.

INTERESTS AND EXPERIENCES

41) Child is read to - Of the 585 pupils rated both

initially and finally, 247 (42%) were rated as being deficient initially. Of these 247 pupils, 73 (30%) gained one step and 6 (2%) gained two steps in their second ratings. In sum, 79 (32%) of the 247 pupils met the criterion of a one step change.

42) Child goes to the library - Of the 587 pupils rated twice on this three-point scale, 357 (61%) were rated as deficient in this activity. Of these 357 pupils, 80 (22%) increased one step and 15 (4%) gained two steps in their final ratings. Altogether, 95 (27%) of the 357 pupils met the criterion.

43) Child watches Sesame Street - Of the 586 pupils rated both times, 271 (46%) were reported to watch the program less than "often." Of these 271 pupils, 118 (44%) changed one step and seven (3%) changed two steps in the direction of watching Sesame Street often. Altogether, 125 (46%) of the 271 pupils met the criterion set for them.

44) Child takes trips outside the community - Of the 586 pupils rated twice on this three-point scale, 221 (38%) were rated as deficient on this activity. Of these 221 pupils, 79 (36%) met the criterion set for them of a one step gain in their final ratings.

In general, a sizable proportion of pupils judged to be deficient on those items included in both of the behavior checklists administered at the time of entry into the PCEE Program and at the time of entry into the kindergarten program met the criterion of a one-step gain on the three-point scales. This was especially true in the area of language and concept development. At the same time it should be noted that the goal of 100% criterion attainment on the part of all pupils was not met during the first project year. It is to be hoped that this goal will be more closely attained during the second project year.

Initial parent ratings of their children on the behavior checklist, "My Preschool Child," were obtained prior to pupils' entry into the PCEE Program in fall, 1972 for those pupils engaged in the project during its second year. For the proportions of responses to each scale point on the items, refer to Appendix D-2. It can be seen that there is a remarkable similarity between the ratings received by children entering the PCEE Program during the first project year and those entering the second year of project operation. Posttest data will be collected in the early fall of 1973 showing each child's status on the comparable behavior checklist, "Introducing My Kindergarten Child."

f. Product Objective Six

> Upon entrance into kindergarten, children who have participated in the PCEE Program will attain mean rating scores at least one-eighth of a standard deviation higher in parents' ratings of Personal and Social Development, Language and Concept Development, and Physical Skill Development, than will pupils of similar socio-economic status who had attended kindergarten in the previous year and who had not participated in the project or experienced other types of preschool programs.

Comparisons were made on the eighteen items of "Introducing My Kindergarten Child" which were common to the version completed by parents of pupils entering kindergarten in fall, 1971 and to the revised checklist administered to parents of pupils entering kindergarten in fall, 1972. The analyses compared those pupils who had participated in the PCEE Program during the first project year and those pupils who entered kindergarten one year earlier and who had no preschool experience of any kind. The summaries of these findings appear in Table 5.

Table 5

A Summary of Results Comparing PCEE Pupils Upon Entry Into Kindergarten in Fall, 1972 to Control Kindergarten Pupils Upon Entry Into Kindergarten in Fall, 1971 on 18 Items of "Introducing My Kindergarten Child"

Item	Group	N	Mean	Standard Deviation	F	p
1. Child dresses himself: gloves	PCEE Control	631 911	1.76 1.80	.47 .44	2.59	n.s.
2. Child dresses himself: coat, jacket, or sweater	PCEE Control	624 911	1.90 1.91	.32 .31	<1	n.s.
3. Child dresses himself: boots	PCEE Control	611 911	1.59 1.57	.63 .61	<1	n.s.
4. Child ties shoe-laces or bows	PCEE Control	644 911	1.17 1.61	.90 .51	149.35	<.005
5. Child follows directions without reminding	PCEE Control	649 911	1.51 1.93	.51 .28	429.77	<.005
6. Child tells what he wants or needs	PCEE Control	650 911	1.91 1.63	.29 .51	162.27	<.005
7. Child takes good care of things he uses	PCEE Control	647 911	1.61 1.23	.49 .46	242.65	<.005
8. Child shows leadership in organizing games	PCEE Control	641 911	1.16 1.58	.60 .53	185.91	<.005
9. Child remembers rules of games he plays	PCEE Control	643 911	1.55 1.27	.54 .73	62.24	<.005
10. Child finishes a game even if he is losing	PCEE Control	642 911	1.94 1.39	.59 .28	621.54	<.005
11. Child prefers to play alone	PCEE Control	629 911	.81 1.84	.46 .41	2126.83	<.005
12. Child plays with a few children	PCEE Control	631 911	1.58 1.69	.50 .55	14.45	<.005

(Cont'd.)

Table 5 (Continued)

Item	Group	N	Mean	Standard Deviation	F	P
13. Child plays with many children	PCEE Control	636 911	1.31 1.64	.59 .65	104.16	<.005
14. Child recites rhymes, sings songs	PCEE Control	646 911	1.70 1.94	.50 .29	137.95	<.005
15. Child identifies a few letters of the alphabet	PCEE Control	628 911	1.79 1.31	.48 .82	175.10	<.005
16. Child identifies many letters of the alphabet	PCEE Control	636 911	1.44 .97	.81 .90	111.09	<.005
17. Child tells his address	PCEE Control	632 911	1.46 1.80	.72 .44	135.60	<.005
18. Child tells his telephone number	PCEE Control	631 911	1.10 1.84	.89 .40	490.77	<.005

It can be seen in the table that the results are quite mixed. In the 15 comparisons that are statistically significant, nine of the analyses of variance show the control group to be rated higher by their parents than was the case for PCEE pupils and in six of the analyses the PCEE pupils were rated higher than the control kindergarten group. In the six instances where the results favored the PCEE group, the criterion of a one-eighth standard deviation between mean was met in all six of the comparisons.

It should be noted that there were few items measuring the Language and Concept Development area (four), and no items tapping the areas of motor skill development or interests and experiences. The vast majority of the 18 items were in the area of personal and social development and perhaps because of this weighted sampling of items the results were not as had been expected. Unfortunately, a better sampling was not possible due to the dissimilarity of the two versions of "Introducing My Kindergarten Child." Support for this explanation is given by the additional analyses described below.

The additional analyses were made comparing pupils who had participated in the first PCEE Program year to those pupils with other kinds of preschool experience and to those pupils with no preschool experience at all on all items of "Introducing My Kindergarten Child" to which parents had responded in the fall, 1972.

The results of the analyses of variance and Duncan's Multiple Range Tests, as well as the means and standard deviations obtained on the three groups on each item, may be found in Appendix E. Of the 67 rating scales on the instrument, 24 were found to differentiate between the three groups in a statistically significant manner. These 24 items were mainly in the Language and Concept Development area, where 10 of the 14 items yielded significant differences between the groups; in the Motor Skill Development area, where there were differences between the groups on five of the 11 items; and in the Interests and Experiences area, where four of the six items differentiated between the groups. In general, the PCEE and Pre-School groups were rated higher on the items in these areas than were pupils in the control group (those who had no preschool experience of any kind). On two items, Pre-School pupils were rated higher than PCEE pupils and on two other items PCEE pupils were rated higher than Pre-School pupils. In general, PCEE and Pre-School pupils were rated by their parents as having greater language and concept development as well as higher motor skill development than control pupils. In addition, pupils from the first two groups were read to more, taken to the library more, as well as taken on trips inside and out of the community more often than pupils in the control group.

g. Product Objective Seven

> Upon entrance into kindergarten, children who have participated in the PCEE Program will attain scores at least one-eighth of a standard deviation higher in each of the eight academic readiness areas listed below than will pupils of similar socio-economic status who had attended kindergarten in the previous year and who had not participated in the project or experienced other types of preschool programs. a) Picture Vocabulary b) Letters c) Picture Completion d) Copying Designs e) Picture Description f) Human Figure Drawing g) Relationships H) Numbers i) Total Score.

Six hundred and eighty-one pupils who had participated in the PCEE Program during the first year of project operation were compared, upon entry into kindergarten, with 911 pupils who had entered kindergarten during the preceding year and had not experienced any kind of preschool on the eight subtests and total scores of the Screening Test of Academic Readiness. A summary of these comparisons is presented in Table 6.

Table 6

Summary of Results Comparing PCEE Pupils Upon Entry into Kindergarten in Fall, 1972 (N=681) to Control Kindergarten Pupils Upon Entry into Kindergarten in Fall, 1971 (N=911) on the Screening Test of Academic Readiness

VARIABLE	Group	$\overline{X}$	Standard Deviation	F	p
STAR I Picture Vocabulary	PCEE	9.12	2.12	6.43	<.025
	Control	9.43	2.24		
II Letters	PCEE	6.41	2.49	33.12	<.005
	Control	5.61	2.88		
III Picture Completion	PCEE	4.57	1.67	1.34	n.s.
	Control	4.48	1.60		
IV Copying	PCEE	2.92	1.34	1.34	n.s.
	Control	3.00	1.31		
V Picture Description	PCEE	6.18	1.76	16.06	<.005
	Control	5.82	1.81		
VI Human Figure Drawing	PCEE	9.81	3.13	2.84	n.s.
	Control	9.53	3.32		
VII Relationships	PCEE	6.73	1.39	19.45	<.005
	Control	6.40	1.57		
VIII Numbers	PCEE	8.69	3.71	13.56	<.005
	Control	7.95	4.11		
Total	PCEE	54.98	11.40	19.00	<.005
	Control	52.26	12.93		

It may be seen in Table 6 that statistically significant results were obtained on five of the eight subtests of the STAR as well as on the total scores. All of these six comparisons showed that PCEE pupils obtained higher mean scores than did the kindergarten control group from the previous year. The criterion to be met for this objective, however, specified that in addition to statistically significant results there would be at least an eighth of a standard deviation difference between the means of the two groups. This criterion was reached in all six comparisons in which the results were statistically significant and was not met in those three comparisons in which the results were not statistically significant. In summary, pupils who participated in the PCEE project tended to score higher in such areas of cognitive attainment as Picture Vocabulary, Letters, Picture Description, Relationships, and Numbers than did comparable pupils who had not participated in any preschool program. There were no differences between these two groups in the areas of Picture Completion, Copying, or Human Figure Drawing.

Additional analyses were made comparing pupils who had participated in the first PCEE Program year to pupils who had attended other preschools and to pupils who had no preschool experience of any kind on the Screening Test of Academic Readiness administered to all entering kindergarten pupils in the fall, 1972. The results of the analyses of variance and Duncan's Multiple Range Tests, as well as the means and standard deviations for all groups on each subtest and total, may be found in Appendix F. Statistically significant results were obtained on every subtest but one as well as on the total scores of the STAR. Only on the Copying subtest were the differences between the means of the groups not statistically significant. On those subtests measuring the areas of picture vocabulary, letters, picture completion, picture description, human figure drawing, numbers, and total readiness both the PCEE and Pre-School groups had higher mean scores than the control group (those pupils with no preschool experience of any kind). On the subtest measuring relationships, the PCEE group had a higher mean score than either the Pre-School or Control group. In addition, on the human figure drawing subtest and total test the PCEE group mean exceeded that of the Pre-School group. In summary, the PCEE group achieved higher average scores on all subtests but one and on the total test than did the control group. Also, the PCEE group exceeded the Pre-School group on two of the eight subtests as well as on the total test scores.

Applying the criterion of a one-eighth standard deviation difference between means on the additional analyses described above, it may be seen that in all instances but one (comparing the PCEE Total mean to the Pre-School Total mean) all statistically significant differences between means far exceeded the criterion set.

h. Process Objective One

> The Project Director, Evaluator, and Specialists in the areas of the handicapped will develop a behavior checklist to be used by parents to rate children on three-point scales on Personal and Social Development, Language and Concept Development, Physical Skill Development, Interests, Experiences, and other items designed to identify learning problems due to emotional disturbance (e.g., items from the Glidewell list), learning disabilities, experiential deprivation, physical handicaps, low intellectual functioning, and mental retardation.

The Behavior Checklist, "My Preschool Child," was developed using a three-point scale for ease of parent response. Information given in the Evaluation Report of Project Year I indicates that this is a usable instrument.

Posttest data was collected last fall showing each child's status on a comparable behavior checklist, "Introducing My Kindergarten Child."

i. Process Objective Two

> Parent-Child Early Education pupils who have learning problems due to emotional disturbance, learn-disabilities (i.e., language and perceptual disorders), experiential deprivation, physical handicaps, low intellectual functioning, and mental retardation, will be identified as indicated by a preliminary screening battery.

All pupils entering the PCEE Program were administered a preliminary screening battery which included the Slosson Intelligence Test, the Northwestern Syntax Test, and the Beery Test of Visual-Motor Integration. Additional data were collected on all pupils from parent evaluation on the Behavior Checklist, "My Preschool Child" and teacher ratings on the "Nursery School Adjustment Scale." Of the 710 pupils enrolled in the fall in the PCEE Program, 345 (48%) were referred for further diagnosis and observation because of suspected learning problems:

1) 235 (33%) were identified as having emotional problems using the Glidewell items from the Behavior Checklist and teacher ratings on the "Nursery School Adjustment Scale." Of the 235 pupils so identified, 231 remained in the program until the end of the year. Some children left the program and additional ones were added. The proportion of children identified as having emotional problems is within the range of 10% to 40% reported to be the norm in several studies.

2) 24 (3%) were referred for further diagnosis because of apparent low intellectual functioning. Of

these 24 pupils, one child's score fell within the mentally retarded range. Three others were untestable and were either under the care of a pediatric neurologist or were under observation at the Child Development Clinic. The remainder of the group was found to have various problems and appropriate counseling and suggestions were made to all parents. Teachers were also made aware of suggestions by the special educational consultant. Judging from the final testing, the recommendations made for the child's programming had a marked effect.

The low number of cases considered mentally retarded compares very well to the national norms of 1% mental retardation in the population.

3) 51 (7%) were initially referred as having possible learning disabilities including language disorders. Of these 51 pupils, 18 were diagnosed to be learning disabled and received special habilitative programs.

47 (6%) were referred for speech therapy. Of these, 15 children received help since they were considered to have problems that could be corrected at this age. Adding these together, the total number identified as learning disabled resembles the lower national estimate of 5% to 25% school aged population falling into this category.

4) 84 (10%) were identified as having hearing difficulties. Further clinical testing indicated 24 children showing normal hearing and 24 showed a loss on the first clinical testing. One child was untestable. On a retest, three were found to have normal hearing and four still indicated a loss.

5) 25 (4%) were identified as having visual problems and were referred for further examination.

It will be noted that the number of pupils identified to have learning problems due to the various difficulties add up to more than the total who received final testing at the end of the school year. This is due to the fact that some pupils were identified as having multiple problems.

j. Process Objective Three

> Each Parent-Child Early Education pupil identified through further diagnostic procedures as having learning problems due to one or more of the factors listed in Process Objective Two will be given individualized materials and/or teaching strategies by his teacher as prescribed by consultant specialists for the handicapped.

Individualized learning programs and/or teaching strategies were prescribed for all children diagnosed by the specialist staff for the handicapped as having learning problems.

Programs prescribed for children with learning disabilities or in need of speech/language stimulation were implemented in home teaching visits by three teacher specialists in learning disabilities, who were also qualified speech clinicians. The one specialist also worked with several children who were untestable or were extremely slow learners. Their work was monitored through inspection of weekly logs and consultation and observation by the Consultant for the Learning Disabled and the Project Director.

Programs were designed according to the language, motor, perceptual and social needs of the individual child and were modified as performance of the child warranted program change to occur. In addition, approximately thirty children, receiving evaluation by the Learning Disabilities teacher specialists, indicated by test performance and observation that some individualized teaching strategies were necessary for language, motor, perceptual, or social development. Home-school teachers were given specific suggestions for follow-through with these children by means of a written evaluation report and in-service training and consultation with the Learning Disabilities Consultant or component teachers. (See Final Report, Sub-Component for the Learning Disabled, Mary Dasovich, Ph.D., Appendix P.)

Additional children in need of speech therapy were seen by all three learning disabilities teachers with one teacher handling the greatest number of cases. They worked under the direction of the Coordinating Consultant from Special School District particularly in diagnosing problems. This consultant has indicated to the Project Director satisfaction with the speech clinician's work. (See Summary of Report on Speech Therapy, Arthur Kelley, M.A., Appendix Q.)

Children referred for psychological evaluation received individualized behavioral and educational prescriptions by the specialist staff for the Mentally Retarded. Other children, not referred for suspected mental retardation, but observed by the teachers to be encountering learning difficulties were also programmed by this component. The Special

Education Consultant observed each Saturday except for two absences to verify that prescribed programs were being carried out to provide further alternatives.

He reported that in all cases teachers were either following the prescriptions as outlined or were doing appropriate variations of these prescriptions. (See Summary of the Final Reports, Sub-Component for the Mentally Retarded, Allan Yater, Ph.D., Appendix R.)

Services provided by the Consultant Psychologist for the Emotionally Handicapped and two Child Development Consultants for children identified as having emotional problems affecting learning included: observation of behavior in the classroom, consultation with teachers on a regular basis and counseling with parents. Assistance was given to teachers with understanding causes of behavioral deviations, management strategies and with alternate approaches and objectives when necessary. Anecdotal records were kept and consultations were held with teachers on a bi-weekly basis and on Saturday with the teacher and the Project Director on the status of these children. The Consultant Psychologist's report states that to the best of his knowledge each teacher attempted to implicate the recommendations given. (See Final

Report, Sub-Component for the Emotionally Handicapped, Sidney Kasper, Ph.D., Appendix S.)

Individual program prescriptions for the hearing impaired and cerebral palsied children were carried out on recommendations by the Specialist in Speech Therapy and Special Education Consultant.

Joint staffings were held as needed with the staff specialists and the Project Director to discuss teaching strategies and to monitor progress of children with multiple problems. The Child Development Component was most responsible in dealing with the whole child.

k. Process Objective Four a. (Rev. 8/71, Replacing Process Objective Four)

The Project Evaluator and Project Director will select items from existing instruments to measure the self-esteem of pupils. Those items selected will be responded to by Parent-Child Early Education teachers at the beginning and end of the PCEE Program year.

This objective was completed during the first project year. Please refer to the Continuation Report of 1972 for information pertaining to this objective.

1. Supplementary Evaluation Activities

In preparation for the evaluation of Parent-Child Early Education pupils entering first grade in the fall, 1973, data were collected on the Stanford Early School Achievement Test, Level I (SESAT) in 1972. The data collected on those pupils entering first grade in 1972 were used to construct local percentile rank norms for each of the four subtests of the SESAT as well as the total scores. These local norm data as well as the means, medians, standard deviations, reliability estimates, and standard error estimates may be found in Appendix G-1, G-2, and G-3.

If one examines these data carefully, it will be observed that the SESAT, Level I, was apprently too easy for the pupils entering first grade in the district in 1972. Therefore, the SESAT, Level II, probably will be administered to all pupils entering beginning primary, fall 1973. It should be noted however, that this change will present a problem, since no baseline data has been collected on the Level II form of the SESAT. Therefore, comparisons will be made between PCEE pupils and pupils who have had no preschool experience who enter first grade at the same time rather than comparing PCEE pupils to a control group who entered first grade one year earlier.

Due to the fact that the Northwestern Syntax Scale, the measure of language age used in the second project year, supplied age norms only in six-month intervals, the project evaluator developed new age norms based on the original data provided by the author of the scale. These new age norms were used for the recording of scores on this test by teachers and for analysis of entering status for PCEE pupils. Please refer to Appendix H for the new norms.

PCEE Teachers Rating on Pupil Skill Development - PCEE teachers rated 680 pupils on their skill development in the Personal and Social, Language, Math and Science Concept, and Motor areas at the end of the second program year. A summary of the results is given in Appendix J-1, which includes the items on which the pupils were rated together with the *N*'s and percentages for each point of the three-point scales. Inspection of this appendix shows that the large majority (more than 68%) of the pupils attained competency in all of the skills listed in all areas. The percentages of pupils attaining competency varied from 68% (on the item "child identifies many letters of the alphabet") to 99% (on the items "child tells his whole name" and "child speaks in sentences of five or more words"). In sum, it may be safely stated that while not every child attained the competency in each skill presented during the program year, the vast majority of pupils did achieve what was expected of them in nearly all of the skills taught.

Approximately 75% of kindergarten pupils in the school district received at least one home visit during the 1972-1973 school year. After the visit, the kindergarten teacher rated the child and parent visited on a series of five-point rating scales taken from those in the Home Teaching Report. The items, together with the N's and percentages for each scale point, are given in Appendix J-2. Two kinds of comparisons were made on these ratings. One comparison involved contrasting the ratings of kindergarteners who had participated in the PCEE Program during its first year of operation to those obtained by pupils with other preschool experience and by pupils with no preschool experience of any kind. The results on these comparisons are given in Appendix J-3. An examination of Appendix J-3 shows that the three groups of pupils received statistically significant mean ratings on only four of the 20 rating scales. Two of these four items dealt with parental traits. Apparently, parents of PCEE pupils and pupils with other preschool experience were rated both as more self-confident and at ease more than were the parents of pupils who had not attended some kind of preschool. The other two items on which group differences were found dealt with aspects of the child's response to learning activities. Both PCEE pupils and pupils who had had other kinds of preschool experience were rated by their kindergarten teachers as being more interested in the activities presented and as attaining more of the lesson's objectives than were pupils with no preschool experience of any kind. In addition, pupils with preschool experience other than the PCEE kind were rated as attaining more of the objectives than did the PCEE pupils. In sum, there were few differences found among the three groups on parental and child responses to the home visit. On those items where differences were found, both groups of children who had preschool experience, and their parents, attained higher mean scores than did the group who had no preschool experience.

Another comparison was made contrasting the ratings of PCEE pupils obtained during the kindergarten year to those obtained at the end of the PCEE year. The purpose of this comparison was to see if the PCEE pupils maintained or enhanced their end of the PCEE year ratings which had already shown significant increases over their beginning of the PCEE year ratings. A summary of the results of these comparisons is given in Appendix J-4. An examination of these results shows that there were statistically significant changes on five of the 20 items, in the direction of more negative ratings given by teachers during the kindergarten year. All five of these items related to the child's responses to the learning activities presented and to his attitude toward the session and school in general. PCEE pupils were rated as being less interested in, and attentive toward, the learning activities presented during the kindergarten home visit as well as attaining fewer of the objectives presented as compared to his PCEE ratings. These pupils were also rated as having less positive attitudes toward kindergarten than had been the case in relation to Saturday School and being less ready for the home visit. It should be noted that even on these five scales the large majority (more than 80%) of the pupils were not judged to be deficient on the traits measured. Yet, it has been shown that, at least in these instances, the PCEE pupils did not receive as high ratings as they did at the end of the first project year. One might speculate on the possible causes for these changes and consider whether one reason might be that the children did not find the materials presented to be as stimulating as those presented during his PCEE year. Perhaps, on the other hand, the home teaching visit took on a different form which was not as personal and novel for the child. Whatever hypothesis is put forward to explain these negative changes, it is probably more important to try, during the third project year to examine carefully what goes on during the kindergarten home visits and see if changes can be made so as to reverse the results found here.

2. THE PARENT

a. Product Objective One

> Each parent receiving home visits in the Parent-Child Early Education Program, who was rated by the teachers as being less than very positive in her attitudes toward the teaching session, the teacher, and her child, during the first Home-Teaching session, will increase in the positiveness of her attitudes by a minimum of one step on each five-point rating scale as assessed by the teacher during the last home visit of the program.

Following the first or second home visit in the fall of 1972, the teachers rated 688 of the 710 parents on the eleven scales of the Home Teaching Report pertaining to parent attitudes. Following the last home visit in the spring of 1973, 637 of 688 parents again received ratings on these same scales. The items relating to this objective, together with the _N_'s and percentages for each point of the scales, are presented in Appendices B-1 and B-2. A summary of the results of teacher ratings including initial and final means and standard deviations, _t_ test results, as well as the proportions of parents judged to be deficient (rated as "three" or less) on each of the five-point scales, is presented in Table 7.

Table 7

A Summary of Initial and Final Teacher Ratings of Parents' Attitudes Toward the Home Teaching Session, The Child and the Teachers ($N = 637$)

Item		Mean	Standard Deviation	t	p	Deficient	
						N	%
Parent attitude toward teaching sessions							
a. Positive vs. negative	Initial	4.60	.75	4.52	<.01	78	12
	Final	4.76	.62			32	5
b. Interested vs. disinterested	Initial	4.59	.75	3.82	<.01	78	12
	Final	4.73	.66			40	6
c. Self-confident vs. lacking self-confidence	Initial	4.37	.90	6.93	<.01	120	19
	Final	4.62	.75			59	9
Parent interaction with child							
a. Accepting vs. unaccepting	Initial	4.51	.82	3.69	<.01	92	14
	Final	4.64	.68			47	7
b. Aware vs. unaware of needs	Initial	4.17	1.01	6.56	<.01	147	23
	Final	4.44	.82			83	13
c. Motivation positive vs. negative	Initial	4.30	.91	5.76	<.01	136	21
	Final	4.51	.77			71	11
d. Reinforcement positive vs. negative	Initial	4.32	.92	5.14	<.01	134	21
	Final	4.50	.78			71	11
e. Competent vs. incompetent	Initial	4.36	.87	6.80	<.01	128	20
	Final	4.60	.74			60	9
Parent relationship with teacher							
a. Friendly vs. unfriendly	Initial	4.66	.70	5.38	<.01	70	11
	Final	4.83	.50			21	3
b. Cooperative vs. uncooperative	Initial	4.64	.72	4.26	<.01	78	12
	Final	4.77	.57			29	5
c. At ease vs. ill at ease	Initial	4.48	.83	7.08	<.01	102	16
	Final	4.73	.61			34	5

It can be seen in Table 7 that more than 80% of the parents were rated by their children's teachers as being positive toward, and interested in, the home teaching session initially. The large majority of parents (more than 80%) were rated as being friendly toward, cooperative, and at ease with the teachers at the beginning of the year. A slightly smaller majority were found to be using appropriate modes of interacting with, and to have positive attitudes toward, their children at the beginning of the year. The ratings received by these parents at the end of the year were statistically significantly higher on all of the scales in the direction of more positive attitudes toward the teaching session, better modes of interaction with children, and better relationships with the teachers. Concomitantly, there were decreases in the proportions of parents judged to be deficient (rated as "three" or less) from initial to final ratings on every scale. The dramatic shifts in ratings observed during the first program year were not obtained during the current year because so many fewer of the parents were judged to be initially deficient during the second year. In general, fewer parents were also rated as deficient in their final ratings during the second year as compared to the first year of project operation.

An analysis of individual parent changes from initial to final home teaching sessions for those parents judged to be deficient at the beginning of the program year showed the following:

Parent Attitude Toward Teaching Session

1) Positive versus negative attitudes - Of the 637 parents rated on this five-point scale at both the beginning and end of the program year, 78 (12%) were judged to be deficient initially. Of these 78 parents, 10 (13%) gained one step, 50 (64%) gained two steps, and seven (9%) gained three or more steps in their final ratings. Altogether, 67 (86%) of the parents initially judged to be deficient in the positiveness of their attitudes gained one or more steps in their ratings at the end of the second program year.

2) Interested versus disinterested - Of the 78 parents judged to be initially deficient on this scale, eight (10%) gained one step, 50 (64%) gained two steps, and seven (9%) gained three or more steps. In sum, 65 (83%) of the parents initially rated as deficient in their interest gained one or more steps in their final ratings.

3) Self-confident versus lacking self-confidence - Of the 120 parents rated as deficient in this trait at the beginning of the program year, 25 (21%) gained one step, 64 (53%) gained two steps, and seven (6%) gained three or more steps. In total, 96 (80%) of those

parents rated as lacking self-confidence initially increased one step or more steps in their ratings of this trait at the end of the year.

Parent Interaction with Child

1) Accepting versus unaccepting - Of the 92 parents rated as being initially deficient in this trait, 24 (26%) gained one step, 41 (45%) gained two steps, and 10 (11%) gained three steps or more in their final ratings. Altogether, 75 (82%) of those parents rated as being deficient in their acceptance of their children increased one or more steps on this scale at the end of the year.

2) Aware versus unaware of needs - Of the 147 parents found to be initially deficient in this trait, 46 (31%) gained one step, 52 (35%) gained two steps, and 22 (15%) gained three or more steps in their final ratings. In sum, 120 (82%) of those parents judged to be lacking in awareness of their children's needs at the beginning of the program year gained one or more steps in their ratings of this trait at the end of the year.

3) Motivation positive versus negative - Of the 136 parents rated as "three" or less on this scale, 46 (34%) gained one step, 52 (38%) gained two steps, and seven (5%) gained three or more steps in their final ratings. In total, 105 (77%) of those parents initially judged to be deficient in their use of positive motivation with their children gained one or more

steps on their final ratings.

4) Reinforcement positive versus negative - Of the 134 parents rated as being deficient on this scale, 46 (34%) gained one step, 50 (37%) gained two steps, and seven (5%) gained three or more steps in their ratings at the end of the year. Altogether, 103 (77%) of those parents initially judged to be deficient in their use of positive reinforcement with their children gained one or more steps in their final ratings.

5) Competent versus incompetent - Of the 128 parents judged to be deficient in this trait at the beginning of the year, 41 (32%) gained one step, 54 (42%) gained two steps, and six (5%) gained three or more steps in their final ratings. In sum, 101 (79%) of those parents rated as lacking in competence initially gained one or more steps on this scale in their final ratings.

Parent Relationships with Teachers

1) Friendly versus unfriendly - Of the 70 parents rated as deficient on this scale, 11 (16%) gained one step, 52 (74%) gained two steps, and four (6%) gained three or more steps in their end of the year ratings. Altogether, 67 (96%) of those parents rated as deficient in their friendliness toward the teacher at the beginning of the year gained one or more steps in their ratings at the end of the year.

2) Cooperative versus uncooperative - Of the 78 parents rated as initially deficient in this trait, 17 (22%)

gained one step, 47 (60%) gained two steps, and four (5%) gained three or more steps in their final ratings. In sum, 68 (87%) of those parents initially rated as deficient in their cooperativeness with the teacher gained one or more steps in the final ratings.

3) At ease versus ill at ease - Of the 102 parents judged to be initially deficient on this scale, 19 (19%) gained one step, 64 (63%) gained two steps, and seven (7%) gained three or more steps in their final ratings. In total, 90 (88%) of those parents rated as being deficient in this trait at the beginning of the year gained one or more steps on this scale at the end of the year.

In general, more than 85% of the parents rated by teachers at the end of the second program year on their attitudes toward the home teaching session, their interaction with their children, and their relationships with teachers were found to be: positive in their attitudes toward, and interested in, the teaching session; showing self-confidence; accepting of their children; aware of their children's needs; using positive motivation and reinforcement techniques; competent in their interaction with their children; and, friendly toward, cooperative and at ease with, the teacher. These findings compare quite favorably with those obtained at the end of the first program year. Of those parents initially rated as deficient in these traits, not all increased by the minimum of one step as stated in the objective. However, between 77% to 96% of these parents achieved this goal on the different rating scales. The extent to which the goal was reached was fairly similar during the two program years. There were somewhat more items on which the 100% goal was nearly reached during the first project year but there were fewer proportions of parents found to be deficient either initially or finally during the second program year. It is hoped that the goal of 100% attainment by all parents on each scale will be even more closely approximated during the third project year.

b. Product Objective Two

> Each parent participating in the Parent-Child Early Education Program who was observed by the teacher to be deficient in using appropriate teaching techniques during the parent's first Saturday School session will increase, by a minimum of one step on a five-point rating scale, her use of appropriate techniques as assessed by the teacher during the parent's last Saturday School session in the program. Appropriate teaching techniques include appropriateness of reinforcement techniques used by parents and the extent to which parents accomplished the objectives of the lessons assigned.

A random sample of 172 parents was selected from all families of pupils participating in the second PCEE program year by selecting every fourth name from an alphabetized list of all parents. Of these 172 parents, 160 participated as teaching assistants in Saturday School over a sufficiently long enough time to be rated both at the beginning and end of the second program year. A summary of the proportions of parents rated as being deficient (rated as less than "four") on each of the four five-point scales related to this objective, together with the means, standard deviations, and paired observation t test results, are given in Table 8. For the complete frequency tabulation of ratings obtained at the beginning and end of the second program year, refer to Appendix I.

TABLE 8

Initial and Final Teacher Ratings of a Sample of Parents' Performance in Saturday School

Item		N	Mean	Standard Deviation	t	p	Deficient N	Deficient %
1. On time for planning session	Initial	161	1.92	.27	-1.33	n.s.	14	9
	Final	161	1.88	.33			20	12
2. Willing vs. unwilling to participate	Initial	162	4.52	.86	<1	n.s.	23	14
	Final	162	4.31	1.07			32	20
3. Used appropriate vs. inappropriate teaching techniques	Initial	159	4.23	.88	3.83	<.01	38	24
	Final	159	4.46	.77			22	14
4. Used positive vs. negative reinforcement	Initial	159	4.22	.89	5.00	<.01	32	20
	Final	159	4.52	.71			18	11
5. Accomplished vs. did not accomplish the task assigned	Initial	160	4.38	.83	3.20	<.01	24	15
	Final	160	4.55	.71			17	11

As can be seen in Table 8, more than 75% of the parents participating in Saturday School were initially judged to be using appropriate techniques and accomplishing the tasks assigned to them (were rated as "four" or higher). An even larger majority, more than 85% of these parents, were judged to be performing adequately during the final sessions of Saturday School. There were statistically significant changes in the direction of greater use of appropriate teaching techniques and positive reinforcement as well as in parent accomplishment of the tasks assigned.

Analyses of individual changes for those parents judged to be initially deficient showed the following:

1) On time versus not on time for planning session -- Of the 13 parents rated as being initially deficient in their promptness in arriving, seven (54%) gained one step in their ratings by the end of the year. However, 14 parents who were initially rated as being on time for the planning session at the beginning of the second program year were rated as tardy at the end of the year. These figures for tardiness are proportionately slightly greater than those obtained during the first project year.

2) Willing versus unwilling to participate in Saturday School -- Of the 23 parents rated as being deficient in their willingness to participate as teaching assistants in Saturday School at the beginning of the second program year, five (22%) increased one step, six (26%) increased two steps, and two (9%) increased three or more steps on this five-point rating scale. Altogether, 13 parents (57%) of those originally rated as deficient on this trait increased their ratings by one or more steps. As compared with ratings obtained during the first project year, proportionately fewer parents were judged to be initially deficient; but of these initially deficient parents, fewer reached the criterion of a one-step gain during the second project year.

3) Used appropriate versus inappropriate teaching techniques -- Of the 38 parents rated as deficient in their use of appropriate teaching techniques at the beginning of the second program year, 13 (34%) increased one step and ten (26%) increased two steps in their ratings at the end of the year.

Altogether 23 (61%) of those initially deficient in this trait increased their ratings by one or more steps on this five-point scale. These findings are similar to those obtained during the first year of project operation.

4) Used positive versus negative reinforcement -- Thirty-two parents were rated as deficient in their use of positive reinforcement at the beginning of the second program year. Of these parents, 14 (44%) gained one step and nine (28%) gained two steps in their ratings by the end of the year. In sum, 23 (72%) of those parents rated as being initially deficient in this trait gained one or more steps on this five-point scale. As compared with ratings obtained during the first year of project operation, somewhat fewer parents were judged to be initially deficient in this trait and slightly more parents proportionately met the criterion of one-step gain on this five-point scale during the second program year.

5) Accomplished versus did not accomplish the task assigned -- Of the 24 parents rated as not accomplished the tasks assigned to them at the beginning of the second program year, 11 (46%) gained one step and six (25%) gained two steps in their ratings at the end of the year. Altogether, 17 (71%) of those parents rated as being initially deficient in this trait gained one or more steps in their final ratings. These data are quite similar to those obtained during the first year of project operation.

In sum, more than 85% of the parents rated by teachers at the end of the second program year on their performance in Saturday School were found to be using appropriate teaching techniques, using positive reinforcement, and accomplishing the tasks assigned. This compares favorably with the approximately 75% found to be so at the beginning of the year. Of those parents initially rated as deficient in these traits, not all increased one step as specified in the objective. However, a minimum of 61% of these parents did change in more positive directions by the end of the second program year. These findings are quite similar to those obtained during the first year of project operation and probably represent a more realistic expectation than that set forth in the objective. It is hoped, however, that a closer approximation of the goal of 100% attainment wil be achieved during the third program year.

c. Product Objective Three

> As a result of attending Parent Study Groups, parents will demonstrate greater knowledge of the principles of child development and appropriate interaction techniques by answering 10% more of the items correctly on the test given at the end of the last session than they had on the test given at the beginning of the first session.

Forty-seven parents attended a four-week short-course on communicating with their child, entitled, "Are You Listening?" during the winter of 1973. During the first and last sessions 32 parents responded to items of the "Parent Effectiveness Training Scales." A summary of results is given in Table 9.

Table 9
Initial and Final Responses to Items of the Parent Effectiveness Training Scales Administered to Parents Attending Group Sessions (N = 32)

Item		U*	L	?	Z**	P
1. Physically remove your child from the piano when he refuses to stop banging on it after you have told him it is becoming unbearable to you	Initial	3 (9%)	29 (91%)	0 (0%)	<1	n.s.
	Final	5 (16%)	27 (84%)	0 (0%)		
2. Praise your child for being consistently prompt in coming home to dinner	Initial	8 (25%)	22 (69%)	2 (6%)	1.06	n.s.
	Final	13 (41%)	19 (59%)	0 (0%)		
3. Scold your six year old child if he demonstrates objectionable table manners in front of guests	Initial	14 (44%)	15 (47%)	3 (9%)	2.41	<.02
	Final	24 (75%)	7 (22%)	1 (3%)		

Table 9 Continued

Item		U*	L	?	Z**	P
4. Punish your child when he uses an objectionable swear word	Initial Final	20 (62%) 27 (84%)	9 (28%) 4 (12%)	3 (9%) 1 (3%)	1.77	.02
5. Make your child apologize to another child he has treated very discourteously	Initial Final	8 (25%) 13 (41%)	24 (75%) 19 (59%)	0 (0%) 0 (0%)	1.51	n.s.
6. Make your child eat almost everything on his plate before being allowed to leave	Initial Final	19 (59%) 25 (78%)	12 (38%) 7 (22%)	1 (3%) 0 (0%)	1.79	n.s.
7. Punish or deny your child something when you catch him telling a lie	Initial Final	14 (44%) 22 (69%)	15 (47%) 9 (28%)	3 (9%) 1 (3%)	1.58	n.s.
8. Punish or reprimand your child for stealing money out of your purse	Initial Final	3 (9%) 15 (47%)	26 (81%) 14 (44%)	3 (9%) 3 (9%)	2.60	.01
9. Insist that your child perform when he is asked to do so for relatives or guests	Initial Final	30 (94%) 32 (100%)	2 (6%) 0 (0%)	0 (0%) 0 (0%)	<1	n.s.
10. Make your two year old remain on the toilet until he has performed his "duty," when you know he has to go	Initial Final	28 (88%) 28 (88%)	3 (9%) 4 (12%)	1 (3%) 0 (0%)	<1	n.s.
11. Set up a system whereby your child can earn some kind of reward if he regularly does his chores around home.	Initial Final	10 (31%) 13 (41%)	21 (66%) 19 (59%)	1 (3%) 0 (0%)	<1	n.s.

Table 9 Continued

Item		U*	L	?	Z**	P
12. Punish or threaten to punish your child if he eats between meals after you have told him not to	Initial	18 (56%)	13 (41%)	1 (3%)	1.58	n.s.
	Final	23 (72%)	7 (22%)	2 (6%)		
13. Punish or scold your child for not cleaning up his room after making a mess of it during play	Initial	10 (31%)	22 (69%)	0 (0%)	2.94	<.01
	Final	21 (66%)	9 (28%)	2 (6%)		
14. Scold your child for carelessly breaking or ruining one of his expensive toys	Initial	7 (22%)	24 (75%)	1 (3%)	2.75	<.01
	Final	20 (62%)	12 (38%)	0 (0%)		
15. Punish or scold your child for "sassing" you or saying something disrespectful	Initial	5 (16%)	26 (81%)	1(3%)	3.75	<.01
	Final	20 (62%)	8 (25%)	4(12%)		
16. Make your child stop bringing his toys into the living room when it gets too cluttered	Initial	6 (19%)	26 (81%)	0 (0%)	<1	n.s.
	Final	3 (9%)	29 (91%)	0 (0%)		
17. Make your child clean up his own mess when he carelessly spills food on the rug	Initial	19 (59%)	12 (38%)	1 (3%)	2.27	<.05
	Final	12 (38%)	18 (56%)	2 (6%)		
18. Tell your child she is a good girl or reward her when she remains still while you are combing her hair	Initial	6 (19%)	24 (75%)	2 (6%)	1.06	n.s.
	Final	11 (34%)	20 (62%)	1 (3%)		

Table 9 Continued

Item		U*	L	?	Z**	P
19. Punish your child for continuing to play in his room after you thought he had gone to sleep at his bedtime	Initial	25 (78%)	6 (19%)	1 (3%)	1.78	n.s.
	Final	29 (91%)	2 (6%)	1 (3%)		
20. Set up a system of rewards for your child if he habitually washes his hands before coming to the table	Initial	19 (59%)	10 (31%)	3 (9%)	1.50	n.s.
	Final	26 (81%)	5 (16%)	1 (3%)		
21. Make your child stop or punish him when you catch him fingering his genitals	Initial	20 (62%)	11 (34%)	1 (3%)	1.00	n.s.
	Final	21 (66%)	9 (28%)	2 (6%)		
22. Punish or reprimand your children for fighting loudly with each other over a toy	Initial	8 (25%)	22 (69%)	2 (6%)	2.02	<.05
	Final	17 (53%)	13 (41%)	2 (6%)		
23. Praise or reward your child for not crying when he doesn't get his way or has his feelings hurt	Initial	13 (41%)	19 (59%)	0 (0%)	2.02	<.05
	Final	21 (66%)	11 (34%)	0 (0%)		
24. Threaten to punish or reprimand your child for telling you he won't go on an errand after you have asked him several times	Initial	14 (44%)	18 (56%)	0 (0%)	2.47	<.02
	Final	22 (69%)	8 (25%)	2 (6%)		

Table 9 Continued

Item		U*	L	?	Z**	P
25. Tell your daughter that you will buy her something she has been wanting if she keeps her dress clean until you go out to dinner a couple of hours from now	Initial	28 (88%)	4 (12%)	0 (0%)	<1	n.s.
	Final	29 (91%)	3 (9%)	0 (0%)		
26. Punish or reprimand your child when you see him pulling up the skirt of the girl next door and embarrassing her	Initial	9 (28%)	22 (69%)	1 (3%)	2.00	<.05
	Final	16 (50%)	14 (44%)	2 (6%)		

*U = Unlike me
L = Like me
? = Uncertain, or do not understand
**Z The *Z* test for the significance of the difference between two correlated proportions was used to determine whether parental responses to the U and L categories had changed.

Inspection of this table shows that the parents showed statistically significant changes, in a more positive direction, on eleven of the twenty-six three-point scales. These items were concerned mainly with the use of punishment as a means of communicating with the child. Fewer parents rated themselves as using punishment during the last session than had been the case during the first session of the short-course. There were no significant shifts on the items dealing with the use of praise as a means of dealing with parent-child problems.

When first and last session ratings were compared by individuals to determine whether the criterion of a 10% gain in the numbers of correct responses was achieved it was found that 4 (12%) of the parents had increased by three points (the equivalent to 12%), 11 (34%) of the parents had increased by four to six points (the equivalent from 15 to 23 of the items correct), and seven (22%) of the parents had increased their scores from 7 to 14 points (the equivalent from 27 to 54 of the items correct. Five (16%) of the parents gained one to two points on their final ratings and five (16%) parents either did not change or regressed in the total scores. Altogether, 22 (69%) of the parents achieved the criterion set for them of a 10% gain in the number of items correct.

d. Process Objective One

> One parent from each family participating in the Parent-Child Early Education Program will volunteer to assist in Saturday School and will assist with one class at least once every two months.

Attendance records of parent assistance in Saturday School show that of the 706 families rated on this objective through December, 1972,595 (85%) served at least once during the first 11 sessions. Parents or parent substitutes from 371 (53%) of the parents served two or more times while 224 (32%) assisted once. It is interesting to note that percentage of parent participation during this period ranged from 77% in one teaching center to 96% in another.

During the remaining twenty sessions, January through June 3, it would be expected that parents serve between two and three times. Of the 686 families rated on this objective, parent or parent substitutes from 83% of the families assisted in Saturday School and met the criterion. The following chart indicates parent participation by teaching teams.

	Population	Number of Parents Participating at Least 2 Times	% of Parents
Team I	73	63	86%
Team II	81	55	68%
Team III	94	80	85%
Team IV	95	87	92%
Team V	96	82	85%
Team VI	101	83	82%
Team VII	146	126	86%

In looking at the total year, parent volunteers should have assisted in Saturday School at least four times. The following chart indicates that 78% of the parents met the criterion of working once every two months. Furthermore, it should be pointed out that 66% served five or more times.

	Population	Number Serving	% Serving 4 Times	% Serving 5 Times
Team I	73	62	85%	67%
Team II	81	46	57%	41%
Team III	94	73	78%	67%
Team IV	95	90	95%	92%
Team V	96	76	79%	69%
Team VI	101	78	77%	67%
Team VII	146	109	75%	56%

It should be noted that only eight children out of a possible group of 686 were not represented by parent assistance on Saturday throughout the school year. Ten children were represented only once. On the other hand, there were a large number of families that far exceeded the expected criterion. A number of parents served between 10 and 20 times throughout the school year.

Although we did not meet 100% parent achievement of this objective, there is a marked increase of parent participation over the first year of the program. It is also interesting to point out that socio-economic level was not a factor in determining parent participation. Rather the effectiveness of certain teachers in involving parents seems to have been an important factor. The school with the lowest percentage of parent participation depended on several excellent high school girls who assisted throughout the year and thus, did not rely on parent assistance. Continued efforts in closer approximation of 100% parent achievement of this objective will be made in the coming project year.

e. Process Objective Two

> Each parent receiving home visits will follow instructional procedures (use activities or materials suggested by the teacher during the previous visit).

Data pertaining to this objective was obtained on 638 parents at both the beginning and end of the second program year. A tabulation of ratings made after the first or second home visit showed that 163 (26%) of the parents had used several activities suggested by the teacher, 183 (29%) had used one activity suggested, and 292 (46%) were rated as having used none of the activities or materials suggested. A summary of ratings made after the last home teaching session at the end of the year showed that 273 (43%) of the parents had used several activities suggested by the teacher, 236 (37%) had used one activity suggested, and 129 (20%) were rated as having used none of the activities or materials suggested by the teacher during her previous visit. There were far fewer parents (63 or 26%) who used no activities at the end of the year than had been the case at the beginning of the year. When the beginning and final mean ratings of this three point scale were compared using a paired observation t test, the analysis yielded a highly statistically significant t of 10.33 ($p < .01$) between the initial mean rating of .80 and the final mean rating of 1.23. (See Appendix B-1 and B-2.)

The findings during the second project year are highly similar to those obtained during the first project year. In both instances the goal of all parents using at least one activity suggested by the teacher was fairly approximated (78% and 80%, respectively during the two succeeding years) at the end of the year. Hopefully this goal will be more closely approximated during the third project year.

f. Process Objective Three

> Parent Study Groups will be established with parents, guidance counselors, and project staff members determining the content, structure, and frequency of group meetings.

A four week short course for parents on communicating with their child, entitled "Are You Listening?," was conducted by two district elementary guidance counselors during January and February. An enrollment figure of 47 indicated the projected enrollment limit of 40 had been exceeded. The course was well received by parents.

In May, one of the Child Development Consultants presented a program entitled "The Shy Child." An audience of 54 persons was present for the film presentation and discussion that followed.

The child psychologist and the two child development consultants have met with parents on an individual basis. During the first half of the school year, they concentrated on working with teachers and the remainder of the year worked closely with both teachers and parents. It was felt that attention to individual problems was more effective than group meetings in relationship to the available time. (See Final Report - Sub-Component for the Emotionally Handicapped, Sidney Kasper, Ph.D.)

3. THE STAFF

a. Product Objective One

> Each Parent-Child Early Education teacher will utilize appropriate motivational techniques (e.g., reinforcement and feedback strategies) for environmentally disadvantaged and handicapped pupils. By the end of the first year of project operation, each PCEE teacher will be rated at least a "four" on a five-point rating scale as assessed by the Project Director through classroom observations.

Data were collected on items relating to this objective by the Project Director during Saturday School classes at the beginning and end of the second program year and during one home visit with each teacher midyear. Ratings on these items were also made by elementary principals during one home visit made by them in the middle of the year. (See Appendix K-1.) The five-point scales relating to this objective together with the proportions of teachers identified as deficient at the beginning and end of the second program year by the Project Director are listed below:

1) Used appropriate versus inappropriate teaching techniques -- Of the 24 teachers rated by the Project Director during Saturday School at the beginning of the program year, 19 (79%) were

rated as "three" or less on this five-point scale, thus being identified as deficient on this trait. The tabulation of teacher ratings made during Saturday School at the end of the second project year showed that six teachers (25%) were judged to be deficient. Thus, at the end of the second program year, 13 (54%) more teachers were rated as using appropriate teaching techniques during Saturday School than had been the case at the beginning of the year. Comparing these ratings with those obtained during the first project year, it may be seen that more teachers, especially in their initial ratings, were judged to be deficient in this trait during the second program year. The summary of ratings made during the midyear home visits by the Project Director showed that 11 teachers (46%) were judged to be deficient on this trait in that setting, whereas of the 17 teachers rated by the principals in that setting only two teachers (12%) were judged to be deficient.

2) Aware versus unaware of children's needs -- Of the 24 teachers rated during Saturday School by the

Project Director on this trait, 18 (75%) were found to be deficient at the beginning of the second program year, whereas six (25%) were judged to be deficient at the end of the program year, a decrease of 11 (46%). Again, compared to ratings obtained during the first program year, more teachers during the second year were considered deficient in this trait. The ratings made during home visits by the Project Director showed that ten teachers (42%) were judged to be deficient in their awareness of children's needs in that setting, whereas of the 17 teachers rated by the principals in that setting only one teacher (6%) was judged to be deficient.

3) Used positive versus negative motivation --

Eleven teachers (46%) were rated "three" or below on this five-point scale in Saturday School observations at the beginning of the program year. At the end of the second program year, however, only one teacher (4%) was found deficient in her use of positive motivation. These findings, as compared to those obtained during the first program year, show that more teachers were judged to be deficient at the time of initial Saturday School ratings, but that exactly the same number were judged to be deficient in their final ratings. Both the Project Director and elementary principals rated only one teacher as deficient in this trait during midyear home visits.

4) Used positive versus negative reinforcement -- Twelve teachers (50%) were rated as "three" or less on this five-point scale by the Project Director at the beginning of the second program year whereas only one teacher (4%) was judged to be deficient in using positive reinforcement in Saturday School at the end of the year, a decrease of 11 (46%). These findings, compared to those obtained during the first program year, show that more teachers were judged deficient during their initial ratings, but that exactly the same number were so judged in their final ratings. Both the Project Director and elementary principals rated no teacher as deficient in this trait during home visits.

5) Accomplished task objectives: 100% ... 0% -- Sixteen teachers (67%) were rated as achieving fewer than 75% of the task objectives during the Saturday School session when observed by the Project Director at the beginning of the second program year. At the end of the program year only one teacher (4%) was judged to be deficient, a decrease of 15 (62%). These findings, as compared to those obtained during the first program year, show that while more teachers were rated as deficient on this scale during the second program year initially, fewer were judged to be deficient on their final ratings. Both the Project Director and elementary principals rated only two teachers as deficient on this trait in the home visit settings.

In sum, these ratings indicate that while at the beginning of the second year of project operation from one-half to more than three-fourths of the teachers were judged to be deficient on these five items of the Teacher Rating Scale, at the end of the year most of those teachers judged to be deficient showed that they had changed sufficiently so as to be rated as using appropriate techniques.

Between 75% and 96% of the teachers had met the criteria set for them by the end of the second year.

While it is true that not every teacher met the criteria, the vast majority did so. In two instances they did not meet the criteria as well as during the first project year; in two other instances they equalled the teachers in the first project year in meeting the criteria, and in one instance they exceeded the teachers in the first project year in meeting the criteria. It is expected that there will be little teacher turnover during the third project year and so it is hoped that 100% achievement of the criteria will be met during the next year.

b. Product Objective Two

> Each Parent-Child Early Education teacher will be able to correctly identify learning problems due to emotional disturbance, learning disabilities, experiential deprivation, physical handicaps, and mental retardation on the basis of observation of pupils in the learning situation. Evidence of correct identification will be demonstrated by the accuracy of their referrals as judged by the Consultant Specialists for the Handicapped.

The initial identification of learning problems was made by the Consultant in Learning Disabilities and the Consultant in Emotional Disturbances. They jointly reviewed the initial screening battery results on all pupils entering the PCEE Program and recommended further diagnosis as needed. Subsequent additional referrals were made by teachers based on their observations and work with the children and their parents.

The Consultant Specialists have reported the following in respect to teacher accuracy in referrals:

1) Learning Disabled

The project staff referred children seen in Saturday School or for home visits to the project consultants as behaviors warranted such referral. Background data on children referred was reviewed by the learning disabilities teachers or the special education consultants. A total of 22 children were referred as possible learning disabled. Most of these were observed by the educational specialist and found to be in need of specific teaching techniques; the remainder were tested by the learning disabilities teachers and three children received instruction from them. In most cases, the child was not severely learning disabled but needed different teaching techniques to ameliorate the problem. According to the Consultant for Learning Disabilities approximately ninety percent of the teacher referrals were correct. (See Final Report Sub-Component for the Learning Disabled, Mary Dasovich, Ph.D., Appendix P)

2) Speech Problems

A total of forty-seven children were referred for speech evaluation. All had speech problems but due to their general maturity and chronological age, it would not be expected that normal speech sounds be completely developed. Teachers generally referred far too many children. During the coming project year, in the orientation workshop, attention will be given to true speech problems of age four children and ways of identifying them. (See summary of Report on Speech Therapy, Arthur Kelley, M.A., Appendix Q.)

3) Emotionally Handicapped

One of the important product objectives in this project was the development of skill and expertise by teachers as regards identification of children with special learning problems related to emotional handicaps. Equally important was the extent to which teachers utilized the consultation time of the consultant or specialists within the Child Development Component. Provisions were established for each teacher to record various observations pertaining to classroom behavior of the child along with regular opportunities for consultation with the specialist. Accordingly, regular opportunities for consultation were provided during the team planning sessions on Wednesday afternoons and Thursday mornings biweekly. Beyond this, there were opportunities for consultation on Saturdays when specialists observed children in the school setting. In all, there were six scheduled opportunities each month when specialists and teaching staff might meet.

The attempt to measure accuracy of referral is actually confounded by the relatively close working relationship established between teaching staff and child development consultants. In this relationship, the more common pattern was that of a teacher requesting the services of the specialist regarding a particular child or particular problem. There were other situations where the consultant might observe a child and then contact the teacher regarding his awareness of a problem. As a result, the question of accuracy of referral was impossible to judge in a pure sense and virtually beyond us in a statistical sense.

As a further illustration, where it might be felt that the question of accuracy in teacher judgments might be examined in light of their use of the Nursery School Adjustment Rating Scale, it was the Consultant's objective to review the cases with low ratings and to discuss certain cases with the teachers, afterwards perhaps even calling attention to an occasional case where the child's rating was low but no known referral had been made. This situation highlights our subjective impression: We are aware of no instance in which a teacher referral to our staff was inappropriate. Such errors as may have occurred were conceivably errors of omission rather than commission, usually being instances in which lack of grossly deviant behavior fostered lack of attention to other problems.
(See Report, Sub-Component for the Emotionally Handicapped, Sidney Kasper, Ph.D., Appendix S.)

4) Mentally Retarded

Referral of pupils suspected of low intellectual functioning or mental retardation was made on the basis of test scores received on the preliminary

screening battery. Children whom teachers had been unable to test on the Slosson Intelligence Test as well as those obtaining I.Q. scores of 85 or below were referred to the Psychological Examiner for evaluation. Several additional referrals, three in number, were made by teachers. In all cases, the children were not retarded but needed adaptation and programming to their learning styles.
(See Final Report, Sub-Component for the Mentally Retarded, Allan Yater, Ph.D., Appendix R.)

c. Product Objective Three

> For those Parent-Child Early Education pupils identified through further diagnostic procedures as having learning problems due to emotional disturbance etc., teachers will carry out prescriptions (individualized materials and/or teaching techniques) made by the Consultant Specialists for the Handicapped. Through systematic observations, the specialists will determine whether or not each teacher is following the prescriptions.

This objective was previously discussed under THE CHILD, Process Objective Three and related Appendices P, R, and S.

d. Product Objective Four

> Parent-Child Early Education teachers will establish positive relationships with parents in Saturday School and Home Teaching. Teachers will do this by showing that they respect parents' competencies in teaching children. This will be systematically monitored by the Project Director and periodically by elementary principals and parents.

Data were collected on teachers' modes of interacting with parents during Saturday School at the beginning and end of the program year and during one home visit midyear as rated by the Project Director. Elementary principals also rated the teachers on these traits during their midyear home visits. See Appendix K-1 for the complete frequency tabulation of these ratings. Additional ratings were made by parents on a different set of scales and these are discussed in the supplementary evaluation section following Staff Product Objective Six.

The scales relating to this objective are given below, together with the results:

1) Respect for parent competencies: evident versus not evident -- Of the 24 teachers rated during Saturday School by the Project Director on this trait, 13 (54%) were found to be deficient at

the beginning of the second program year, but only one (4%) was judged to be deficient in her evidence of respect for parent competencies at the end of the program year. Compared with the ratings obtained during the first program year, more teachers during the second year were judged to be initially deficient, but fewer were judged deficient in their final ratings. The ratings made during the midyear home visits showed that five teachers (21%) were judged deficient in this trait by the Project Director whereas only one teacher (6%) of the 18 rated by the principals was judged deficient.

2) Relationship with parents: positive versus negative -- Nine (38%) of the 24 teachers rated on this five-point scale in Saturday School observations at the beginning of the second program year were judged to be deficient. At the end of the year, however, only one teacher (4%) was found to be deficient in her relationships with parents. These findings are quite similar to those obtained during the first project year. The ratings made during the midyear home visits show that two teach-

ers (8%) were rated as deficient on this trait by the Project Director whereas none were rated as deficient by the elementary principals.

A substantial proportion of teachers was rated as deficient in their relationships with parents at the beginning of the year. By the end of the second project year, however, only one teacher in the Saturday School setting and two teachers in the home visit setting were still judged to be deficient in this trait. Thus 96% of the teachers met the criterion set for them of establishing positive relationships in Saturday School and 92% of the teachers met this criterion in the Home Teaching setting.

e. Product Objective Five

> Weekly Home Activity Packets that complement the instruction given in Saturday School (as described in the staff activities component) will be developed by the Project Director, Parent-Child Early Education teachers, specialists for the Handicapped, and the Project Disseminator. The content validity of these materials will be judged by an early childhood specialist as well as by teachers' reports based on the appropriateness and usability of these materials with PCEE pupils.

Home Activity Guides, prepared by the staff, are given to the parents weekly suggesting games and activities to use at home relating to the skills being taught at school. Teachers assist parents in selecting from the broad range of activities in each guide those that are most appropriate to their child's level of readiness.

Responses of the 24 teachers to a questionnaire, January, 1973 on the appropriateness and usability of the activities in the Home Activity Guides are summarized: The complete tabulation of teacher responses to the questionnaire may be found in the Continuation Report of February, 1973.

1) How appropriate are the activities in the Home Activity Guide?

   9 (38%) - Activities are very appropriate
   9 (38%) - Activities are appropriate
   6 (24%) - Activities are somewhat appropriate.

Some teachers felt that the activities were too difficult for their children, while others felt the need for more challenging tasks. It was also felt that we were suggesting too many activities and few activities would appear less formidable to parents. Tasks generally follow the outline of skills in the Sequence Chart of Cognitive Skills plus activities which encourage classifying, inquiring, comparing, and creating.

2) How useful are they to parents?

6 (25%) - Very useful
7 (29%) - Useful
11 (46%) - Somewhat useful depending on the parent

Teachers, during the Home Visit point out specific tasks on the Home Activity Guide that can be useful to their child. The Guide appears to be very useful to parents who take the time. Based on the growth that teachers have noted, it is evident that many parents have given much time to their child.

Responding to the suggestions made on the questionnaire, the format of the guide was changed somewhat. Fewer activities were presented and in some cases activities were presented in sequence of difficulty. We believe the guide to be useful only to the extent that the teacher personalizes it for the child.

In May, Dr. Walter Hodges, consultant in early education, visited the program and inspected the Weekly Home Activity Packets. He commented in the Interim

Audit Report, prepared by Educational Management Services, Inc., "that the content validity of these activities is difficult to judge. If the teachers work through them with parents, identify the ones appropriate for particular children and follow-up on the results at their next visit, it would be hard to say that they are not valid. Without such teacher support, effectiveness of the Guides might be questioned."

f. Product Objective Six

> A Parent-Child Early Education Curriculum Guide will be developed by the Project Director and PCEE teachers. The guide which will include performance objectives and a sequence of activities to meet each objective will be integrated into the district Early Childhood Curriculum Guide Series already developed for kindergarten and beginning primary levels. Monthly planning charts will also be developed listing the major concepts to be introduced in Saturday School along with a record of each child's progress toward mastery. The Guide will be reviewed for its content validity by an early childhood education specialist and for its appropriateness and feasibility by the PCEE teachers and Project Director.

In the first year of the project we took the initial steps in developing a curriculum guide, using as a reference inventories of basic skills and behaviors, including the skill outline developed in the DARCEE Project, Valett's Psychoeducational Inventory of Basic Learning Abilities, the district Early Childhood Curriculum Guide Series, and the district Gross Motor Guide. The Sequence Charts of Skill Development are designed as basic outlines around which teachers plan their monthly programs. Learning activities developed from the Sequence Charts focus on the development of: language skills, math and science concepts, perceptual skills, physical skills, the creative arts, and personal and social growth. Items on the outlines such as "Recognizes numerals 1-5" followed by "Recognizes numerals 0-10" allow for evaluation on whatever level the child is working.

An analysis of the skills list from the first year of the project indicated that most of the objectives were presented in proper sequence. Several skill items presented toward the end of the program year were rearranged in sequence. The Sequence Chart divided into five time periods contains language skills, math and science concepts, perceptual and physical skills. Behavior items such as "Expresses feelings in acceptable ways," are observed and evaluated throughout the year.

The teaching staff evaluated the usefulness and appropriateness of the Sequence Charts of Skill Development and of the skills themselves in January, 1973 and this is reported in the Continuation Application, February, 1973.

1) How useful are the monthly skill development outlines to you in planning your program?

15 (62%) - Very useful
9 (38%) - Useful

Teachers commented that they could not teach without this Guide.

2) How appropriate are these skills with your children?

12 (50%) - Very appropriate
8 (33%) - Appropriate
1 (4%) - Somewhat appropriate
3 (12%) - Inappropriate

Depending on the children that they were working with, teachers felt that some skills were too easy or too difficult. The director is cognizant of this problem and is working with the staff on greater differentiation of skills in relation to individual students.

Children are evaluated on all items on the Skill Sequence Chart as to the time of mastery. Those skills which are critical are reported to kindergarten teachers through an end of the year report.

Learning activities correlating with each Sequence Chart of Skill Development were developed and contributed by the teachers involved in the project last year. In recent months, the project director has organized these activities and added additional ones. This has been organized into a first draft of a curriculum guide and the staff is presently engaged in a final revision. Several inservice meetings have been related to interpretation of objectives and guidelines for the program.

In conferring with our early education auditor, Dr. Walter Hodges, it was concluded that we needed to develop a contextual framework within which to place the curriculum skills list and that the process of staff involvement in developing the guide should be continued. This was deemed more desirable and valuable than completing the guide at this time. The auditor indicates in the Interim Audit Report that this is a sound and necessary next step. "It will help staff interpret objectives in a more extensive manner and may help to prevent the 'tunnel vision' sometimes experienced by teachers who feel they must meet specific behavioral criteria with their children." It is expected that the guide will be completed by January, 1974 and will contain a rationale and description of early education, a revised skills list and appropriate activities along with a list of instructional materials.

g. Process Objective One

Each Parent-Child Early Education teacher will attend at least two inservice sessions per month to learn how to:

A. Utilize appropriate motivational techniques for environmentally disadvantaged and handicapped pupils.

B. Accurately identify and work with pupils who have learning problems due to emotional disturbance, learning disabilities, physical handicaps, low intellectual functioning, and mental retardation.

Beginning August 28, 1972 a three week (20 hours per week) preservice training for teachers included: test administration, scoring, and interpretation; use of project instruments and rating forms and sequence charts of skill development; content and use of instructional materials; task analysis; development of learning activities for teacher and parent use; video tapes of Saturday School and home teaching; and working as partners with parents. Consultant Specialists, the Project Director, and other specialists in the program have assumed responsibility for providing teacher preservice and inservice training.

With the implementation of Saturday School on September 23, 1972 and Home Teaching, staff inservice has been given in weekly sessions held on Wednesday and Thursday. Each Saturday School teacher attends a two hour session per week on one of these two days.

Major inservice activities and the approximate percent of time allotted to each are summarized as follows:

1) Identifying needs of children; discussing emotional problems and ways to modify behavior and appropriate teaching techniques for different kinds of learners - 50% of time.
2) Team planning of the instructional program for Saturday School and Home Teaching - 40% of time.
3) Formalized staff development activities led by Consultant Specialists in the program - 10% of time. Topics for discussion include analyzing a task, programming instruction, and developing oral language skills.

The team leaders from each of the seven school centers meet monthly with the Project Director and discuss needs of their team and provide direction to the total program.

Teacher attendance records show no absences during the three week preservice workshop.

Attendance of the twenty-four teachers at weekly inservice sessions September, 1972 through June 1, 1973 is summarized as follows:

1) 17 (71%) teachers had perfect attendance
2) 6 (25%) teachers had one absence
3) 1 (4%) teacher had two absences

In addition, all teachers except one participated in the Early Childhood Workshop on June 12-13. As can be seen from the summary, all teachers far exceeded attendance expectations.

h. Process Objective Two

Each kindergarten teacher will attend at least four inservice sessions during the first year of the Project operation to learn how to:

A. Utilize appropriate motivational techniques for environmentally disadvantaged or handicapped pupils.

B. Accurately identify and work with pupils who have learning problems due to emotional disturbance, learning disabilities, physical handicaps, low intellectual functioning, and mental retardation.

As a continuation of this project in the second year, several inservice sessions have been provided for kindergarten teachers by the project.

1) November 9, 1972 - A half day session was spent in discussion of the following topics:

   "The Language Disabled Child" - Dr. Eleanor Kenney

   "Task Analysis" - Dr. Norman Garber

2) December 2, 1972 - "Conducting a Home Teaching Visit" - Two Saturday School Teachers and a kindergarten teacher shared their approaches in home teaching.

3) January 17, 1973 - "Learning Concepts Through Creative Movement" - Dan White, Physical Education Coordinator. Both kindergarten and beginning primary teachers attended this meeting. Beginning primary teachers will become a part of the project next year.

4) February 21, 1973 - "Programming Instruction" - Dr. Allan Yater, Project Specialist.
5) April 4 and 18, 1973 - Short Course "How Children Learn?" - Dr. Allan Yater

In order to provide for continuous progress into kindergarten and beginning primary of each child who began his school experience with us at age four, a two-day staff development course on "Individualizing Early Education" was conducted by the project staff on June 12 and 13. Participants included 26 of the 28 district kindergarten teachers, 28 of the 36 beginning primary teachers, the entire staff of the Parent-Child Early Education Program and several principals. The school district paid the expense of participation for district personnel, thus indicating its indorsement of the importance of curriculum development for early education and of the PCEE Program.

Leadership for the inservice course was provided by the Project Director, Consultant Specialists and kindergarten and beginning primary teachers. The program focused on the following topics:

1) Observing Children Objectively
2) Motor Development and Social Learning
3) Correlating Language Arts Activities
4) Working With Emotional Problems
5) Working on the math curriculum for early education
6) Reading Programs - SWRL and the Language Experience Approach
7) Discussion of individual children and analysis of testing information between current and future teachers.

In summary, the kindergarten teachers have fulfilled the terms of this objective and special assistance has been provided the kindergarten teachers throughout the year so that the full effect of the Parent-Child Early Education Program could be realized. The director has visited every kindergarten class three times this year. She has also evaluated the kindergarten staff using the Teacher Rating Scale used in the Parent-Child Early Education Program. Kindergarten programs and problems have been discussed with the teachers involved and also the Principal of each school.

The Project Director has met several times with four district Curriculum Consultants who serve elementary schools, including the kindergarten, on a regular basis. Attention has been given to specific needs of the kindergarten including: The Extended Day Program, Home Teaching visits, learning problems of children, the SWRL reading material, and small group instruction. These consultants have been most helpful in monitoring and providing leadership with the kindergarten staff.

Follow up service to children identified in the PCEE Program as having various learning problems has been provided by the learning disabilities specialist and special education specialist. In addition, special teachers funded under Title I have worked with children in six schools in the area of language and perceptual development.

i. Process Objective Three

> Each Parent-Child Early Education teacher will demonstrate appropriate teaching techniques (e.g., reinforcement methods) to parents during Saturday School. The Project Director will determine whether teachers are carrying on this activity through observations of teacher-parent interactions during the Saturday School classes.

Data were collected on items relating to this objective by the Project Director during Saturday School classes at the beginning and end of the second program year and during one midyear home visit. Principals also made ratings of teachers on these items during midyear home visits. (See Appendix K-1.) The rating scales relating to this objective, together with the proportions of teachers identified as deficient (rated as "three" or less) are given below:

1) Demonstrated appropriate teaching techniques to parents: effectively ... ineffectively -- Of the 24 teachers rated by the Project Director during Saturday School at the beginning of the second program year 19 (79%) were judged to be deficient in effectively demonstrating appropriate teaching techniques to parents. The tabulation of teacher ratings made during Saturday School at the end of the year showed that only three teachers (12%)

were rated as "three" on this trait. Thus, at the end of the second program year 16 more teachers were rated as effectively demonstrating appropriate teaching techniques than had been the case at the beginning of the year. Comparing these findings to those obtained during the first program year, it can be seen that although more teachers were rated as deficient at the beginning of the second year a lower number were so rated at the end of the second year. The summaries of ratings made during the home visits show that the Project Director judged eight (33%) of the teachers to be deficient on this trait whereas of the 17 teachers rated by the principals only two teachers (12%) were so judged.

2) Demonstrated positive motivation and reinforcement techniques: effectively ... ineffectively -- Of the 24 teachers rated during Saturday School sessions by the Project Director on this trait, 17 (71%) were found to be deficient at the beginning of the second program year but none (0%) were judged to be deficient on this characteristic at the end of the year. Comparing these findings to

those obtained during the first program year, it can be seen that while more teachers were rated as being deficient on this scale at the beginning of the second program year, fewer were so judged at the end of the second year. The ratings made during the midyear home visits show that the Project Director rated three teachers (12%) as being deficient in effectively demonstrating positive motivation and reinforcement techniques while the principals judged only one (6%) of the 17 teachers they rated to be deficient.

While it is true that not every teacher met both criteria, the vast majority did so. The fact that 88% of the teachers effectively demonstrated appropriate teaching techniques to parents and that 100% of the teachers effectively demonstrated positive motivation and reinforcement techniques would indicate a somewhat closer approximation to the goal of 100% attainment of this objective than had been achieved during the first program year. It is hoped that this goal will be completely attained during the third year of project operation.

j. Process Objective Four

> Each Parent-Child Early Education and kindergarten teacher will teach each other's classes at least once during the first year of the program so as to demonstrate the need for, and the ways in which to, coordinate the PCEE and kindergarten programs.

The purpose of this objective as stated is to coordinate the PCEE and kindergarten programs. This year on March 3 kindergarten teachers and principals again were invited to visit Saturday School along with beginning primary teachers. At that time five principals, eight kindergarten teachers, and nine beginning primary teachers observed the program. Since many kindergarten teachers and principals had visited Saturday School during the first year of the program, it was felt that closer coordination of the PCEE and kindergarten programs could be done in a different manner. Therefore, principals and kindergarten teachers were invited to accompany the PCEE teacher on a home teaching visit. Sixteen of the seventeen principals made a home teaching visit and did rate the teachers on their performance. In addition, eighteen of the thirty-one kindergarten teachers accompanied the PCEE teacher on a home teaching visit. This, we believe, was a fine response since kindergarten teachers' schedules often do not coincide with those of the PCEE teachers. Also, two current kindergarten teachers are former teachers in the PCEE Program and are well aware of the home teaching process.

All teachers in the early education program visited in the kindergartens during the spring to observe small group instruction in particular. A written report concerning the curriculum content and the means of adapting to individual differences was made upon completion of the visit.

It is planned that the PCEE teachers will visit in the kindergartens early in the fall so that they may focus on the progress of children with whom they have worked during the current school year.

k. Process Objective Five

> Parent-Child Early Education teachers will work collaboratively with the Project Director in monthly meetings to develop weekly Home Activity Packets that complement the instruction given in Saturday School.

The Home Activity Guides for parents are prepared weekly by the Project Director and the Project Disseminator. The content is directly related to the skills checklist and the instructional program in Saturday School and in home teaching. Also included is a Memo to Parents which gives advices on child rearing practices and offers suggestions on teaching tips for parents.

Since the Home Activity Guide this year is a revision of activities used last year in the program, teachers have not been so closely involved in providing activities. However, in response to the question on the Home Activity Guide presented to teachers in January, 1973, 76% of the teachers felt that the Guide was appropriate or very appropriate. Some believed that too much material was presented to parents and that there needed to be a greater range of difficulty in activities. Therefore, beginning in February, 1973, a revised guide was developed which incorporated the previously mentioned suggestions. We believe that the Home Activity Guide is now quite well developed and we do not expect major changes next year.

1. Process Objective Six

Parent-Child Early Education teachers will work collaboratively with the Project Director in monthly meetings to develop monthly planning charts and a curriculum guide.

This objective has been previously discussed under THE STAFF: Product Objective Six and Process Objective One.

m. Supplementary Information

Parent ratings of both the PCEE Program and their children's teachers were collected at the end of the second program year. Six hundred and one parents responded to ten five-point scales evaluating different aspects of the program and parental perceptions of the teachers. The ten items, together with the N's and percentages for each point of the scales, are given in Appendix K-2. Inspection of this appendix shows that the vast majority of parents thought that the tasks presented to their children were interesting and met their educational needs (99%), that the home visit was a good learning experience for both the child and the parent (98%), and that as a result of participating in the program they felt better able to deal with their child both educationally and personally (95%). A somewhat smaller majority of parents agreed with the statements that they would like to receive home visits when their children go to kindergarten (80%) and that as a result of their experience in teaching Saturday School they would like to assist in the kindergarten next year (76%). Looking at the scales dealing with their children's teachers, it may be seen that nearly all parents thought that their child's teacher seemed to be very interested in their child as an individual (99%), that the teacher prepared and explained the parents' lessons to them when they taught at Saturday School (99%), that their child's teacher liked the parents both as parents and people (98%), that if they had another preschool child they would like him to be taught by the same teacher (96%), and that the teacher really got them interested in doing more with their children than they had done before (91%).

In sum, parents responded very positively to all aspects of the program and to their children's teachers on the items presented to them.

The Project Director evaluated 29 of the 31 kindergarten teachers in the district on seven five-point rating scales both at the beginning and end of the 1972-1973 school year. The scales, together with the N's and percentages of each point of the scales, are given in Appendix K-3. A summary of the comparisons between initial and final kindergarten teacher ratings are given in Appendix K-4.

As can be seen in Appendix K-4, the large majority (more than 62% and as high as 86%) of the teachers were rated as being initially deficient in their use of appropriate teaching techniques, positive motivation and reinforcement techniques, in their awareness of the children's needs, in their relationships with parents, and in their accomplishment of task objectives. By the end of the year, there were statistically significant changes on all seven scales in the direction of more positive ratings. Concomitantly far fewer teachers were judged by the Project Director to be deficient in the traits rated. Fewer than 38% of the kindergarten teachers were rated as deficient at the end of the year on any scale.

In sum, the vast majority of kindergarten teachers were found to be initially deficient in their modes of teaching, and interacting with, children in their classes at the beginning of the year. By the end of the year, the majority of these teachers were rated as using appropriate teaching techniques and interacting in positive ways with both pupils and parents.

4. THE HANDICAPPED

a. Product Objective One, The Child

> Each child identified as learning disabled and who scores below average on social growth and independence as measured by the Inventory for Pre-School and Kindergarten Children at the beginning of the Parent-Child Early Education Program will increase his score by a minimum of two points by the time of exit from the Program.

The Myklebust Pupil Maturity Scale was used in place of the Yater-Barclay Inventory for Pre-School and Kindergarten Children for reasons cited in the Evaluation Report, Project Year I. The Myklebust Scale was administered to 17 pupils tentatively identified as learning disabled in the fall, 1972 as part of the further screening battery and again at the end of the second program year. A summary of the results of both administrations is given in Table 10 together with the norm data for this test.

Table 10

Results of Further Screening and Final Testing of Pupils Identified to be Learning Disabled on the Myklebust Pupil Maturity Scale (N = 17)

Variable	Sample	Mean	Standard Deviation	t	p	Range of Scores
Auditory Comprehension	LD - Pre	9.71	2.84	1.90	n.s.	5-16
	LD - Post	11.00	1.89			9-15
	Norming	12.75	3.53			
Spoken Language	LD - Pre	12.24	2.84	3.31	<.01	9-16
	LD - Post	15.12	2.52			12-20
	Norming	15.89	3.80			
Orientation	LD - Pre	9.88	1.78	3.13	<.01	8-14
	LD - Post	11.76	2.17			8-15
	Norming	13.35	3.03			
Motor Coordination	LD - Pre	8.41	2.06	<1	n.s.	7-13
	LD - Post	8.41	.90			8-10
	Norming	9.57	1.74			
Personal-Social Behavior	LD - Pre	19.82	3.91	<1	n.s.	15-27
	LD - Post	20.65	4.14			15-26
	Norming	26.31	6.09			
Total Score	LD - Pre	60.06	6.10	3.74	<.01	53-71
	LD - Post	66.94	6.99			54-77
	Norming	77.86	16.19			

It can be seen that the pupils tested on the Myklebust Scale scored considerably below the means reported for the norming group on all five subtests as well as on the total test at the time of the first administration. These pupils improved their scores in the areas of Spoken Language and Orientation, as well as on the Total test in a statistically significant manner by the time of the second administration. There were no statistically significant changes in the areas of Auditory Comprehension, Motor Coordination, or

Personal-Social Behavior. In general, those pupils who were identified as being learning disabled scored more like the norms reported on their second test administration than they did on the first administration but they had not yet succeeded in entirely closing the gap between their scores and those reported for the norming group.

If one uses the criterion of a minimum increase of two points in score for each child set forth in the objective when the Yater-Barclay Inventory was used, it may be seen that six pupils of the 17 tested (35%) achieved this criterion on the Auditory Comprehension subtest; 11 (65%) gained two or more points on the Spoken Language and Orientation subtests; four (24%) gained two or more points on the Motor Coordination subtest; eight (47%) achieved this criterion on the Personal-Social Behavior subtest; and, 13 (76%) achieved the criterion on the Total Test. Thus, between 24% and 76% achieved the criterion of a minimum two-point gain between the two administrations of the Myklebust Scale. While this falls considerably below 100% achievement of this criterion, it is hoped the criterion will be more closely approximated during the third year of project operation.

b. Product Objective Two, The Child

> Each child identified as learning disabled will show a minimum of four months gain for each three months in the program, in perceptual, physical motor, and language development as measured by such tests as Development Test of Visual-Motor Integration and Oseretsky Motor Proficiency Test, ITPA, and PPVT.

Of the 51 pupils suspected of being learning disabled on the basis of the initial screening, 32 were further tested using a diagnostic battery which included the Beery Visual-Motor Integration Test, the Peabody Picture Vocabulary Test, the Goodenough-Harris Drawing Test, the Oseretsky Motor Proficiency Test, and the Sievers Differential Language Facility Test. Of these 32 children, 18 were diagnosed as being truly learning disabled by the Consultant Specialist for Learning Disabilities. Eighteen of these pupils received the diagnostic battery in the fall and again at the end of the program year. Those pupils who through the initial diagnostic testing were found not to be learning disabled were observed throughout the school year. On the basis of teacher opinion and the viewpoint of the educational specialist, no learning disabilities were apparent and retesting appeared unwarranted and unnecessary. A summary of the results of these tests is given in Table 11. (For frequency distributions of the results of each test, see Appendix L.)

Table 11

Results of Further Screening and Final Testing of Pupils Identified to be Learning Disabled*

Name of Test		Number of Pupils Given Test	Mean	Standard Devia-tion	t	p	Range of Scores
Beery	Pre	18	41.78	8.04	8.10	<.01	34-57
	Post	18	60.50	5.75			49-72
Peabody	Pre	18	58.89	9.11	5.97	<.01	44-76
	Post	18	70.83	10.99			55-94
Oseretsky	Pre	17	62.12	7.32	3.79	<.01	52-79
	Post	17	70.62	5.78			64-88
Sievers	Pre	16	61.28	11.20	6.65	<.01	46-79
	Post	16	78.17	2.18			72-79
Goodenough	Pre	17	82.71	14.92	2.62	<.02	62-113
	Post	17	92.12	9.23			77-113

*Results of tests are given in months. The one exception is the Goodenough-Harris which yields a standard score with a mean of 100 and a standard deviation of 15.

As can be seen from the diagnostic battery results given in Table 11, the pupils identified as learning disabled scored, on the average, considerably below the levels expected for their age (average chronological age was 53 months) on the Beery and Goodenough-Harris Tests, but somewhat above average on the Peabody, Oseretsky, and Sievers Tests on the first administration of this battery. The results obtained in the follow-up battery show that there were statistically significant changes in all tests. Pupils, on the average, achieved scores considerably above the average on the Peabody, Oseretsky, and Sievers Test. They scored at an average level for their age on the Beery Test and somewhat below average on the Goodenough-Harris Test.

It was expected that each child identified as learning disabled would gain eight months in test scores for the six months between test administrations. These results are as follows:

1) Beery Test - of the 18 pupils, 15 gained more than eight months of perceptual age and three gained fewer than the eight months expected for them.
2) Peabody Test - Of the 18 pupils, 10 gained more than eight months of mental age and eight gained fewer than the eight months expected for them.
3) Oseretsky Test - Of the 16 pupils taking the test twice, nine gained more than the eight months expected for them, one gained exactly eight months, and six gained fewer than eight months.
4) Sievers Test - Of the 18 pupils, 13 gained more than eight months of language age, three gained exactly eight months, and two gained fewer than the eight months expected for them. It should be noted here that all but three pupils hit the ceiling of 79+ months of the test on the second test administration.
5) Goodenough-Harris Test - Because the norms of this test are expressed in standard score units with a

mean of 100 and a standard deviation of 15 points, rather than in age units, a reasonable expectation of gain for these pupils was agreed upon to be one-third of a standard deviation, or five points. Of the seventeen pupils taking the test twice, 11 exceeded the five point increase expected for them and six failed to achieve this expectation.

In general, the pupils apparently benefitted from the special programs devised for them, especially in the areas of perceptual development (measured by the Beery Test) and language development (measured by the Sievers Test).

Next year, the two specialists in learning disabilities will follow-up on the progress of these children by consultation with the teacher, observation of the children in the classroom setting, and recommendations as to learning tasks and ways of learning.

Comparing the results with those obtained during the first year of project operation one may see that pupils identified as learning disabled scored higher, on the average, on the first administration of the Goodenough-Harris and Sievers Test and lower on the Beery during the second project year. Comparing the results of the second administration of the test battery, it can be seen that the results of the two years are fairly similar. The pupils in the second project year scored somewhat lower on the second administration of the Peabody and Oseretsky Tests but somewhat higher on the Sievers Test than did the pupils in the first project year. A higher percentage of second project year pupils achieved the gains expected for them on the Beery Test but greater proportions of first project year pupils achieved the expected gains on the other tests.

C. Product Objective Three, The Child

> Each PCEE child identified as emotionally disturbed, who was rated by his parent as showing above average symptomology on the items of the Glidewell Scale incorporated into the Behavior Checklist, "My Preschool Child," at the time of entry into the PCEE Program, will show, by the time of entry into kindergarten, a decrease of a minimum of one step on at least twenty-five per cent of the three-point scales in which the symptoms were rated as occurring "often."

Comparisons were made between parents' ratings of their child's symptomology at the time of entry into the PCEE program and at the time of entry into kindergarten on the 16 items of the Glidewell Scale. Additional analyses were calculated comparing the kindergarten ratings of PCEE pupils identified as having emotional problems to those of PCEE pupils identified as having no emotional problems. The items, together with *N*'s and percentages for each group are given in Appendix M. The results of the comparisons made between ratings completed in 1971 and 1972 for pupils with emotional problems are given in Table 12, following, and include the means, standard deviations and paired observation *t* test result for each item. In Table 13 may be found the results of the kindergarten ratings comparing PCEE pupils identified as having emotional problems and PCEE pupils identified as having no emotional problems including the means, standard deviations, and *F* test result for each of the 16 Glidewell items.

Table 12

Summary of Results Comparing Parents' Ratings of the Glidewell Items for PCEE Pupils Identified as Having Emotional Problems at the Time of Entry Into the PCEE Program and Upon Entry Into Kindergarten (N=223)

		Mean	Standard Deviation	t	p	Proportion rated abov average symptomology N	%
1. Eating (too much or too little)	1971	.90	.72	-5.22	<.01	161	68
	1972	.62	.65			120	54
2. Sleeping (too much or too little)	1971	.46	.62	-4.74	<.01	92	39
	1972	.26	.49			52	24
3. Stomach irregularities	1971	.29	.50	<1	n.s.	64	27
	1972	.27	.48			56	25
4. Getting along with children	1971	1.09	.70	-6.39	<.01	187	79
	1972	.70	.69			130	59
5. Getting along with adults	1971	1.00	.77	-7.46	<.01	165	70
	1972	.53	.76			89	40
6. Unusual fears	1971	.61	.62	-4.79	<.01	127	54
	1972	.36	.65			71	32
7. Nervousness	1971	.45	.55	-2.23	<.05	100	42
	1972	.36	.53			73	33
8. Thumbsucking	1971	.50	.81	-3.11	<.01	69	29
	1972	.40	.73			56	25
9. Overactivity	1971	.68	.74	-5.50	<.01	121	51
	1972	.43	.63			81	36
10. Daydreaming	1971	.45	.53	-2.42	<.05	105	44
	1972	.36	.51			78	35
11. Temper Tantrums	1971	.86	.56	-5.88	<.01	176	74
	1972	.62	.56			151	68
12. Crying	1971	.96	.58	-4.36	<.01	198	84
	1972	.79	.57			160	71
13. Lying	1971	.62	.53	-2.94	<.01	140	59
	1972	.51	.54			110	49

(Continued)

Table 12 (continued)

		Mean	Standard Deviation	t	p	Proportion rated abov average symptomology	
						N	%
14. Tearing or breaking things	1971	.62	.52	-7.94	<.01	140	59
	1972	.31	.47			68	30
15. Wetting	1971	.55	.73	-4.23	<.01	96	40
	1972	.37	.64			63	28
16. Speech	1971	.54	.69	-7.81	<.01	98	41
	1972	.23	.53			41	18

It may be seen in Table 12 that PCEE pupils identified as having emotional problems were rated by their parents as having significantly lower symptomology upon entry into kindergarten than had been the case upon entry into the PCEE Program one year earlier. On 15 of the 16 three-point rating scales the means were statistically significantly lower upon entry into kindergarten and there were also fewer pupils rated as displaying above average symptomology (defined as a rating of "1" or "2" on each three-point scale) than there were upon entry into the four-year old program.

The evaluation criterion set for pupils identified as having emotional problems was that each of these pupils would improve their ratings by at least one step on

25% of the 16 items on which they had been judged to have above average symptomology initially. An analysis of these changes was made for those 220 pupils who were rated on all items in both 1971 and 1972. Of these 220 pupils, six (3%) showed no changes on their ratings; 27 (12%) changed in a positive direction on some items but not enough to reach the criterion of 25% of the items; 5 (3%) met the criterion exactly; and, 182 (82%) exceeded the criterion set for them. Of these 182 pupils who were rated by their parents as having reduced symptomology on more than 25% of the rating scales on which they were initially judged to be displaying above average symptomology, 77 were rated more positively on between 26% and 50% of the items, 64 attained lower ratings on 51% to 75% of those items, and 41 decreased their ratings on 76% to 100% of the scales on which they were initially judged to be deficient. Altogether, 187 (85%) of the 220 PCEE pupils identified as having emotional problems met or exceeded the criterion set for them. While this does not meet the goal of criterion attainment for 100% of the pupils, it approximates it fairly well. It is hoped that the goal will be more closely approximated at the end of the second project year.

Table 13

Summary of Results Comparing Parents' Ratings of the Glidewell Items for PCEE Pupils Identified as Having Emotional Problems and PCEE Pupils Identified as Not Having Emotional Problems at the Time of Entry Into Kindergarten in Fall, 1972

						Proportion rated having above average symptomology	
		Mean	Standard Deviation	F	p	N	%
1. Eating (too much or too little)	ED	.63	.65	3.43	n.s.	120	54
	Not ED	.53	.66			156	44
2. Sleeping (too much or too little)	ED	.26	.49	6.05	<.025	52	24
	Not ED	.16	.42			52	15
3. Stomach irregularities	ED	.24	.48	8.81	<.005	56	25
	Not ED	.14	.36			50	14
4. Getting along with children	ED	.68	.69	8.59	<.005	130	59
	Not ED	.52	.65			154	43
5. Getting along with adults	ED	.53	.76	2.07	n.s.	89	40
	Not ED	.35	.64			91	26
6. Usual fears	ED	.35	.65	13.32	<.005	71	32
	Not ED	.20	.42			69	19
7. Nervousness	ED	.35	.53	15.10	<.005	73	33
	Not ED	.20	.41			71	20
8. Thumbsucking	ED	.39	.73	15.89	<.005	56	25
	Not ED	.19	.51			49	14
9. Overactivity	ED	.43	.63	74.85	<.005	81	36
	Not ED	.23	.46			77	22
10. Daydreaming	ED	.36	.51	17.80	<.005	78	35
	Not ED	.20	.40			71	20
11. Temper Tantrums	ED	.62	.56	44.74	<.005	151	68
	Not ED	.33	.50			112	31

(Continued)

Table 13 (Continued)

		Mean	Standard Deviation	F	p	Proportion rated having above average symptomology N	%
12. Crying	ED	.79	.57	28.03	<.005	160	71
	Not ED	.54	.56			181	51
13. Lying	ED	.51	.54	8.85	<.005	110	49
	Not ED	.38	.50			132	37
14. Tearing or breaking things	ED	.31	.47	19.35	<.005	58	30
	Not ED	.15	.36			55	15
15. Wetting	ED	.37	.64	39.00	<.005	63	28
	Not ED	.11	.36			34	10
16. Speech	ED	.22	.53	<1	n.s.	41	18
	Not ED	.23	.53			61	17

The additional comparisons of PCEE pupils identified as having emotional problems to PCEE pupils identified as having no emotional problems on the 16 three-point scales summarized in Table 13 show that on 13 of the 16 scales pupils with no emotional problems were rated by their parents as having significantly fewer symptoms than did PCEE pupils with emotional problems. This may be inferred from both the statistically significant F tests and the lower proportions of pupils with no emotional problems judged to have above average symptomology. These findings should, however, be compared to those analyses performed between the groups on their initial ratings received prior to entry into the PCEE Program.

These results may be found in the 1972 Continuation Application Report. There it was found that pupils with emotional problems were rated as having far higher symptomology on each of the 16 scales than were the pupils in the comparison group. It would thus appear that while the group identified as having emotional problems is still rated as having greater symptomology than the PCEE group identified as having no emotional problems, the gap between the two groups has decreased appreciably.

In summary, it was found that PCEE pupils identified as having emotional problems substantially improved in the areas of interpersonal interaction, psychophysical symptoms and behaviors as assessed by their parents from the time of entry into the PCEE Program in fall, 1971 to the time of entry into kindergarten in the fall, 1972. Their improvement, however, was not great enough to match the ratings of PCEE pupils identified as having no emotional problems.

Tabulations were made of parents' ratings of their child's symptomology in the fall of 1972 prior to entry into the second year of the PCEE Program. Comparisons were then made between two groups of children: one group identified as having emotional problems and another group identified as not having emotional problems. The items, together with N's and percentages for different sub-samples as well as the total PCEE sample, are given in Appendix D-2. The means, standard deviations, and F test results comparing the two groups are presented in Supplementary Table 14.

SUPPLEMENTARY TABLE 14

Summary of Parent Ratings on the Glidewell Items of the Behavior Checklist, "My Preschool Child," Comparing Pupils Identified as Having Emotional Problems (N=233) and Pupils Identified as Not Having Emotional Problems (N=464) During Summer, 1972

Item		Proportion rated above average symptomology					
		N	%	Mean	Standard Deviation	F	p
1. Eating (too much or too little)	ED	155	67	.80	.67	9.55	<.005
	NED	247	53	.64	.66		
2. Sleeping (too much or too little)	ED	94	40	.48	.64	55.83	<.005
	NED	85	18	.19	.40		
3. Stomach irregularities	ED	60	26	.28	.50	14.80	<.005
	NED	65	14	.15	.38		
4. Getting along with children	ED	185	79	.99	.64	92.84	<.005
	NED	223	48	.53	.58		
5. Getting along with adults	ED	155	67	.88	.73	118.32	<.005
	NED	131	28	.33	.57		
6. Unusual fears	ED	115	49	.56	.62	28.32	<.005
	NED	143	31	.33	.51		
7. Nervousness	ED	103	44	.54	.66	61.90	<.005
	NED	98	21	.21	.42		
8. Thumbsucking	ED	65	28	.49	.82	18.72	<.005
	NED	77	17	.25	.60		
9. Overactivity	ED	119	51	.69	.75	76.19	<.005
	NED	121	26	.28	.48		
10. Sex	ED	23	10	.10	.32	12.99	<.005
	NED	16	3	.03	.18		
11. Daydreaming	ED	90	39	.41	.53	15.16	<.005
	NED	115	25	.26	.46		
12. Temper tantrums	ED	173	74	.86	.60	72.21	<.005
	NED	220	47	.48	.52		

Continued

Supplementary Table 14 Continued

Item		Proportion rated above average symptomology N	%	Mean	Standard Deviation	F	p
13. Crying	ED	183	79	.92	.59	51.61	<.005
	NED	267	58	.60	.54		
14. Lying	ED	126	54	.57	.55	23.32	<.005
	NED	169	36	.37	.49		
15. Stealing	ED	19	8	.09	.32	11.64	<.005
	NED	13	3	.03	.17		
16. Tearing or breaking things	ED	120	52	.55	.57	38.89	<.005
	NED	136	29	.30	.47		
17. Wetting	ED	99	42	.58	.75	72.33	<.005
	NED	88	19	.20	.43		
18. Speech	ED	107	46	.62	.75	32.61	<.005
	NED	115	25	.32	.60		

On all of the eighteen items comprising the scale, the pupils identified as emotionally handicapped were rated by their parents as having greater degrees of symptomology than were the pupils identified as not having emotional problems. These findings may be observed from the analyses of variance results as well as from an examination of the differences in the proportions of pupils rated as showing each symptom "once in a while" or "often."

These findings are rather similar to the results obtained for pupils in the first project year. There are small differences in the proportions of emotionally handicapped pupils rated by their parents as having above average symptomology but the differences are rarely more than five per cent.

Posttest data will be gathered on these pupils prior to their entry into kindergarten in the early fall, 1973, and analyzed in the same manner as presented in the first part of the narrative concerned with this objective.

d. Product Objective Four, The Child

> Each PCEE pupil identified as emotionally disturbed who was found to be deficient on teacher ratings of the items of the Nursery School Adjustment Scale at the beginning of the PCEE Program, will show an increase of a minimum of one step on each five-point scale, at the end of his first year in the program.

The 233 pupils suspected of having emotional problems on the basis of an analysis of parent ratings on the Glidewell items of "My Preschool Child" were rated by their teachers on the items of the "Nursery School Adjustment Scale" to provide an additional method of detection. Of these 233 pupils, 214 remained in the program until the end and were again rated by their teachers at the end of the program year. The N's and percentages obtained at the beginning and end of the second program year by this group, as well as by the total sample and a sub-sample of pupils identified as not having emotional problems, is presented in Appendices N-1 and N-2. A summary of the comparisons made between the initial and final ratings received by the pupils identified as having emotional problems is given in Table 15.

Table 15
Summary of Initial and Final Teacher Ratings on Items of the "Nursery School Adjustment Scale" for Pupils Identified as Having Emotional Problems (N = 214)

		Mean	Standard Deviation	t	p	Deficient N	Deficient %
1. Relationships with peers in Nursery School	Initial	3.19	1.16	9.26	<.01	58	27
	Final	3.79	1.02			24	11
2. Relationships with Nursery School teachers	Initial	3.29	1.23	8.18	<.01	59	28
	Final	3.89	.98			19	9
3. Creative use of individual activities	Initial	3.47	1.06	6.51	<.01	30	14
	Final	3.89	.99			12	6
4. Signs of behavioral immaturity	Initial	3.25	1.16	6.08	<.01	62	29
	Final	3.74	1.09			30	14
5. Signs of behavioral eccentricity	Initial	3.27	1.24	5.45	<.01	65	30
	Final	3.66	1.03			34	16
6. Deviance in family structure	Initial	4.08	1.10	3.46	<.01	25	12
	Final	4.31	1.04			19	9
7. Pathological family relationships	Initial	4.07	1.13	4.53	<.01	26	12
	Final	4.39	.94			13	6
Total adjustment ratings	Initial	24.50	6.59	9.49	<.01	40	19
	Final	27.79	5.61			13	6

As can be seen in Table 15, pupils were rated at the end of the year as having improved their relationships with both their peers and teachers; being more creative in their use of individual activities; showing fewer signs of behavioral immaturity and eccentricity; and, showing better overall adjustment as compared to their ratings at the beginning of the program year. These findings may be inferred from both the statistically significant paired observation t test results and the differences in the proportions of pupils found to be deficient in the items at the beginning and end of the second program year.

An analysis of individual changes for those pupils found to be deficient initially showed that:

1) Relationships with peers - Of the 58 pupils rated as deficient (rated as "two" or less on this five-point scale) at the beginning of the second program year, 24 (41%) gained one step, 17 (29%) gained two steps, and four (7%) gained three or more steps in their end of the year ratings. Altogether, 45 (78%) of those pupils rated as initially deficient in their relationships with peers increased one or more steps in their final ratings.

2) Relationships with Nursery School Teachers - Of the 59 pupils initially judged to be deficient in their relationships with their teachers, 28 (47%) gained one step, 15 (25%) gained two steps, and

nine (15%) gained three or more steps in their final ratings. In sum, 52 (88%) of those pupils rated by their teachers as being deficient in this trait at the beginning of the second program year gained one or more steps in their end of the year ratings.

3) Creative use of Individual Activities - Of the 30 pupils initially rated as "two" or less on this five-point scale, 12 (40%) gained one step, six (20%) gained two steps, and six (20%) gained three or more steps in their ratings at the end of the second program year. Altogether, 24 (80%) of the pupils initially judged to be deficient in their creative use of individual activities gained one or more steps in their final ratings.

4) Signs of Behavioral Immaturity - Of the 62 pupils initially judged to be deficient in this trait, 22 (35%) gained one step, 12 (19%) gained two steps, and 11 (18%) gained three or more steps. In total, 45 (73%) of those pupils judged to show many signs of behavioral immaturity at the beginning of the program year improved in their ratings by at least one step at the end of the year.

5) Signs of Behavioral Eccentricity - Of the 65 pupils initially rated as deficient in this trait, 28 (43%) gained one step, 15 (23%) gained two steps, and five (8%) gained three or more steps in their final

ratings. In sum, 48 (74%) of those pupils judged to show many signs of behavioral eccentricity at the beginning of the program year improved in their ratings by at least one step at the end of the year.

6) Deviance in Family Structure - Of the 25 pupils rated as "two" or less on this five-point scale, six (24%) gained one step, four gained two steps, and five (20%) gained three or more steps in their final ratings. Altogether, 15 (60%) of those pupils judged to be deficient on this scale initially gained one or more steps in their end of the year ratings.

7) Pathological Family Relationships - Of the 26 pupils initially rated as "two" or less on this five-point scale, eight (31%) gained one step, five (19%) gained two steps, and seven (27%) gained three steps in their final ratings. In sum, 20 (77%) of those pupils judged to be initially deficient on this scale gained at least one step in their final ratings.

Additional analyses were done on the teacher ratings of the "Nursery School Adjustment Scale" comparing pupils who were identified as having emotional problems to pupils identified as not having emotional problems. A summary of these comparisons is presented in Table 16.

Table 16

A Comparison of Teachers' Ratings on the "Nursery School Adjustment Scale" Between Pupils Identified as Having Emotional Problems and Pupils Identified as Not Having Emotional Problems

		Sample	N	Mean*	Standard Devia-tion	F	p	Proportion rated above average symptomology N	%
1. Relationships with peers in Nursery School	Initial	ED	233	3.16	1.15	52.37	<.005	64	27
		NED	467	3.75	.94			35	7
	Final	ED	227	3.78	1.05	24.11	<.005	24	11
		NED	453	4.16	.87			15	3
2. Relationships with Nursery School Teachers	Initial	ED	233	3.27	1.22	45.76	<.005	63	27
		NED	467	3.82	.90			33	7
	Final	ED	227	3.87	1.02	15.48	<.005	19	8
		NED	453	4.17	.91			17	4
3. Creative use of individual activities	Initial	ED	233	3.45	1.06	46.03	<.005	34	15
		NED	467	3.96	.87			17	4
	Final	ED	227	3.87	1.01	24.35	<.005	12	5
		NED	453	4.25	.88			13	3
4. Signs of behavioral immaturity	Initial	ED	233	3.22	1.17	48.31	<.005	68	29
		NED	467	3.81	1.00			49	10
	Final	ED	227	3.72	1.11	22.16	<.005	30	13
		NED	453	4.10	.94			23	5
5. Signs of behavioral eccentricity	Initial	ED	233	3.27	1.24	54.08	<.005	70	30
		NED	467	3.91	1.00			46	10
	Final	ED	227	3.66	1.06	25.79	<.005	34	15
		NED	453	4.06	.94			27	6

Continued

Table 16 Continued

		Sample	N	Mean*	Standard Devia-tion	F	p	Proportion rated above average symptomology N	%
6. Deviance in family structure	Initial	ED	233	4.06	1.13	27.43	<.005	29	12
		NED	467	4.46	.88			20	4
	Final	ED	227	4.33	1.03	3.40	n.s.	19	8
		NED	453	4.46	.86			14	3
7. Pathological family relationships	Initial	ED	233	4.03	1.15	53.71	<.005	33	14
		NED	467	4.57	.77			12	3
	Final	ED	227	4.35	.99	11.75	<.005	13	6
		NED	453	4.59	.79			12	3
Total Adjustment Scores	Initial	ED	233	24.34	6.58	83.97	<.005	45	19
		NED	467	28.28	4.65			12	3
	Final	ED	227	27.68	5.68	25.29	<.005	14	6
		NED	453	29.78	4.84			8	2

*It should be noted that the higher number represents the positive end of the continuum represented by each scale.

As can be seen in the table, pupils identified as not having emotional problems were rated higher on all scales but one, both at the beginning and end of the program year, than were pupils identified as having emotional problems. A close inspection of the differences between the means of the two groups shows that the gap between the means was smaller on the final ratings than on the initial ratings on every single item as well as on the total adjustment ratings. Concomitantly, when one examines the differences between the proportions of pupils rated as having above average symptomology one sees that there is a much smaller gap between the two groups on their final ratings than had been the case on their initial ratings.

In summary, the large majority of pupils with emotional problems showed considerable improvement on their teacher ratings. However, their improvement was not quite great enough to entirely close the gaps between their final ratings and those of pupils who were identified as not having emotional problems.

A comparison between the findings given above and those obtained at the end of the first program year shows that somewhat higher proportions of the emotionally handicapped 1972-1973 sample was initially rated as having above average symptomology on six of the eight items of the "Nursery School Adjustment Scale." The final ratings of the pupils in the two program years are quite similar. Whereas in the first program year statistically significant differences between initial and final mean ratings were obtained in six out of the eight comparisons, in the second project year all eight comparisons were statistically significant. In the case of comparing individual changes of those pupils judged to be initially deficient, the results on four of the seven items of the scale are virtually identical. On two of the other items, greater numbers of pupils attained the criterion of a one step change expected of them during the first program year. On one other item, a greater number of pupils attained this criterion during the second program year.

Follow-up data on pupils in the PCEE Program during the first project year were collected on those pupils who entered kindergarten in the district in the fall, 1972. Of the 241 pupils identified as having emotional problems, 239 entered kindergarten and were rated by their teachers on those five items of the"Kindergarten School Adjustment Scale" which were identical to those on the "Nursery School Adjustment Scale." The N's and percentages obtained at the beginning of the kindergarten year by this group, as well as the total sample representing all kindergarten pupils and a subsample of PCEE pupils who were identified as not having emotional problems, is presented in Appendix N-3. A summary of the comparisons made between ratings received at the beginning and end of the PCEE Program year and at the beginning of the kindergarten year by pupils identified as having emotional problems is given in Table 17.

Table 17

A Summary of Initial, Final, and Follow-Up Teacher Ratings on Items of the Nursery and Kindergarten School Adjustment Scale for Pupils Identified as Having Emotional Problems

		Mean	Standard Deviation	t	p	Deficient	
						N	%
1. Relationships with Peers	Initial	3.06	1.06	7.91	<.01	68	28
	Final	3.63	1.13	2.34	<.05	36	15
	Follow-Up	3.86	.97			19	8
2. Relationships with Teachers	Initial	3.24	1.09	6.99	<.01	53	22
	Final	3.71	1.00	1.09	n.s.	30	12
	Follow-Up	3.80	1.02			20	8
3. Creative Use of Individual Activities	Initial	3.38	1.00	10.51	<.01	39	16
	Final	4.09	.90	-2.01	<.05	9	4
	Follow-Up	3.90	.92			14	6
4. Signs of Behavioral Immaturity	Initial	3.41	1.11	7.15	<.01	46	19
	Final	3.90	.93	<.1	n.s.	16	7
	Follow-Up	3.92	1.06			31	13
5. Signs of Behavioral Eccentricity	Initial	3.56	1.10	3.65	<.01	37	15
	Final	3.80	1.02	1.62	n.s.	28	12
	Follow-Up	3.94	1.04			24	10

As can be seen in Table 17, at the end of the PCEE Program year pupils identified as having emotional problems were rated by their PCEE Program teachers as having improved relationships with both their peers and their teachers; being more creative in their use of individual activities; and, showing fewer signs of behavioral immaturity and eccentricity as compared with their initial ratings. At the time of entry into kindergarten, these pupils generally maintained the gains they had made upon exit from the program in the areas of relationships with teachers and showing signs of behavioral immaturity and eccentricity. In the area of relationships with peers, these pupils were rated somewhat higher by their kindergarten teachers than they had been at the end of the PCEE Program year and in the area concerning creative use of individual activities they were rated somewhat lower. These findings may be inferred from both the paired observation _t_ test results with the attendant means and the differences in the proportions of pupils found to be deficient in the items at the three rating times.

Additional analyses were made on the five items of the adjustment scales comparing pupils who were identified as having emotional problems to pupils identified as not having emotional problems at the beginning and end of the PCEE project year and upon entry into kindergarten. A summary of these comparisons is presented in Table 18.

As can be seen in the table, pupils identified as not having emotional problems were rated higher on all scales, at all three rating times (with but one exception), than pupils identified as having emotional problems. A close inspection of the differences between the means of the two groups shows that, in general, the gaps between the means were smaller with each succeeding set of ratings.

In summary, the large majority of children with emotional problems showed considerable improvement on their adjustment ratings from the time of entry to the time of exit from the PCEE Program and, in general, these improvements were maintained by the time of entry into kindergarten. However, their improvement and maintenance of this improvement was not quite great enough to entirely close the gaps between their final and follow-up ratings and those of pupils who were identified as not having emotional problems.

Table 18

Comparison of Teachers' Ratings on Items from the Nursery and Kindergarten School Adjustment Scales Between Pupils Identified as Having Emotional Problems and Pupils Identified as Not Having Emotional Problems

			N	Mean	Standard Deviation	F	P
1. Relationships with Peers	Initial	ED	242	3.06	1.06	90.31	<.005
		Not ED	549	3.76	.90		
	Final	ED	242	3.63	1.13	41.43	<.005
		Not ED	515	4.14	.96		
	Follow-Up	ED	239	3.86	.97	12.38	<.005
		Not ED	378	4.13	.88		
2. Relationships with Teachers	Initial	ED	242	3.24	1.09	76.00	<.005
		Not ED	549	3.87	.87		
	Final	ED	242	3.71	1.00	33.50	<.005
		Not ED	515	4.14	.92		
	Follow-UP	ED	239	3.80	1.02	29.90	<.005
		Not ED	378	4.22	.88		
3. Creative Use of Individual Activities	Initial	ED	242	3.38	1.00	47.71	<.005
		Not ED	549	3.86	.84		
	Final	ED	242	4.09	.90	13.79	<.005
		Not ED	515	4.33	.79		
	Follow-Up	ED	239	3.90	.92	<1.	n.s.
		Not ED	378	3.97	.91		
4. Signs of Behavioral Immaturity	Initial	ED	242	3.41	1.11	61.33	<.005
		Not ED	549	4.00	.92		
	Final	ED	242	3.90	.93	18.64	<.005
		Not ED	515	4.20	.84		
	Follow-Up	ED	239	3.92	1.06	23.88	<.005
		Not ED	378	4.30	.87		
5. Signs of Behavioral Eccentricity	Initial	ED	242	3.56	1.10	65.08	<.005
		Not ED	549	4.14	.84		
	Final	ED	242	3.80	1.02	24.48	<.005
		Not ED	515	4.16	.89		
	Follow-Up	ED	239	3.94	1.04	16.08	<.005
		Not ED	378	4.26	.93		

A further comparison on these five items was made between PCEE pupils, pupils with other kinds of Pre-School experience, and those pupils with no preschool experience of any kind at the time of entry into kindergarten. The results of these comparisons may be found in Appendix C-3. There were no statistically significant differences found between the means of these three groups on any of the five items.

e. Process Objective One, The Child

> Psychological examiners will conduct intensive psychological diagnostic evaluations of pupils who, on the basis of the screening assessments, are referred for testing because of their apparent functioning within intellectual ability ranges of mental retardation.

Of the twenty-six pupils referred for testing because of apparent low intellectual functioning or mental retardation, 14 were tested and followed up using the Stanford-Binet Intelligence Test and 15 were tested and followed up using the Vineland Social Maturity Scale. The frequency distributions on these tests are given in Appendix O. The results of the initial and final testing of these pupils were as follows:

1) Stanford-Binet Intelligence Test - The mean mental age for this group was 52.86 months on the first administration while the standard deviation was 6.82 mental age units. The scores ranged from 40 to 64 months. The mean on the second administration of the test was 60.86 months and the standard deviation was 6.62 months. The comparison made between the two means for these 14 pupils yielded a paired observations *t* of 5.03 ($p < .01$). As compared with the findings at the end of the first year of project operation, pupils referred for further testing because of possible mental retardation

during the second year of project operation scored considerably higher (11 months) on the first administration of this test and somewhat higher (seven months) on the second administration. There was also considerably more variation among the scores of pupils tested during 1972-1973 than during 1971-1972.

2) Vineland Social Maturity Scale - The mean social age received on the first administration of this test was 51.87 months and the standard deviation was 13.37 months. The mean on the second administration of the test was 66.07 months and the standard deviation was 11.08 months. The paired observations *t* test comparing the two means was 5.42 ($p < .01$). Pupils referred for further testing during the second year of project operation obtained a virtually identical mean (less than one month difference) to that obtained during the first project year on the first administration of the test but scored considerably higher (six months) on the second administration. There was also considerably more variability among the scores of the pupils tested during the second project year.

f. Product Objective One, The Parent

Each parent of a child identified as emotionally disturbed receiving home visits, who was rated by the teacher as being deficient in interaction with the child on the items listed below during the first Home Teaching session, will increase by a minimum of one step on each five-point rating scale as assessed by the teacher during the last home visit of the Program.

1. Awareness of child's needs
2. Quality of motivation
3. Quality of reinforcement

The parents of 210 of the 214 pupils identified as evidencing emotional problems (and who stayed in the program until the end of the year) were rated by their child's teacher on the three five-point rating scales denoted in the objective both at the beginning and end of the second program year. The three items on which they were rated, together with the N's and percentages on each scale point for this subsample as well as a subsample of parents of pupils identified as not having handicaps of any kind, a subsample of parents of pupils identified as belonging to the primary target group, and the parents of the total sample are given in Appendices B-1 and B-2. A summary of the initial and final ratings on the three scales for parents of pupils identified as having emotional problems is given in Table 30.

Table 20

A Summary of Initial and Final Teacher Ratings of Parents' Interactions with Those Children Who Were Identified as Having Emotional Problems (N = 210)

Rating Scale		Mean	Standard Deviation	t	p	Deficient* N	Deficient* %
Aware vs. unaware of child's needs	Initial	3.88	1.15	5.31	<.01	31	15
	Final	4.30	.90			10	5
Positive vs. negative motivation	Initial	4.07	1.02	4.81	<.01	14	7
	Final	4.40	.84			8	4
Positive vs. negative reinforcement	Initial	4.09	1.03	4.51	<.01	15	7
	Final	4.40	.85			9	4

*Deficiency was defined as a rating of two or less on each five-point scale.

As can be seen in the table, these parents were rated as being more aware of their children's needs as well as using more positive motivation and reinforcement techniques at the end of the year than they were at the beginning of the year. This statement may be inferred from both the statistically significant differences in initial and final means and the decreasing proportions of parents found to be deficient in these traits at the end of the second program year as contrasted with beginning of the year ratings. It should be noted that these parents were rated both initially and finally in a more positive manner than similar parents in the first project year.

An analysis of individual changes made by those parents of children identified as having emotional problems who were judged to be initially deficient (rated as "two" or less) showed the following:

1) Aware versus unaware of child's needs - Of the 31 parents rated as initially deficient on this scale, seven (23%) gained one step, 10 (32%) gained two steps, and nine (29%) gained three or more steps in their final ratings. Altogether, 26 (84%) of the parents who were judged to be deficient in their awareness of their children's needs at the beginning of the second program year gained one or more steps in their end of the year ratings.

2) Positive versus negative motivation - Of the 14 parents rated as being deficient in their use of positive motivation techniques at the beginning of the program year, three (21%) gained one step, three (21%) gained two steps, and four (29%) gained three or more steps in their final ratings. In sum, 10 (71%) of the 14 parents initially judged to be deficient in this trait improved by at least one step in their final ratings.

3) Positive versus negative reinforcement - Of the 15 parents judged to be initially deficient in this trait, three (20%) gained one step, four (27%) gained two steps, and four (27%) gained three or more steps in

their end of the year ratings. Altogether, 11 (73%) of the parents rated as being initially deficient in their use of positive reinforcement techniques with their children gained at least one step in their final ratings.

Compared to findings obtained at the end of the first project year, smaller percentages of parents achieved the goal of a one step change expected for them (71% to 84%) compared with (93% to 96%). However, many fewer parents were judged as initially deficient during the second program year and the small proportions of parents judged to be deficient at the end of the year are virtually identical.

Additional analyses were done comparing the initial and final ratings on these three scales of parents of children identified as being emotionally handicapped to parents of children identified as not being emotionally handicapped. A summary of these analyses is given in Table 21.

As can be seen in this table, there were statistically significant differences on all initial ratings favoring the parents of children identified as not emotionally handicapped. In the analyses made on the final ratings all of the comparisons were statistically significant, again favoring parents of non-handicapped

Table 21

A Comparison of Parents' Initial and Final Attitudes Toward Their Children Between Parents of Pupils Identified as Having Emotional Problems and Parents of Pupils Identified as Not Having Emotional Problems

Rating Scale			N	Mean	Standard Deviation	F	p
Aware vs. unaware of child's needs	Initial	ED*	230	3.89	1.15	27.07	<.001
		NED	458	4.31	.91		
	Final	ED	224	4.29	.91	10.11	
		NED	447	4.51	.79		
Positive vs. negative motivation	Initial	ED	230	4.08	1.01	20.86	<.001
		NED	458	4.41	.83		
	Final	ED	224	4.38	.86	6.95	
		NED	447	4.55	.76		
Positive vs. negative reinforcement	Initial	ED	230	4.11	1.02	18.09	<.001
		NED	458	4.42	.84		
	Final	ED	224	4.37	.87	7.15	
		NED	447	4.55	.76		

*ED = Parents of children with emotional problems.
NED = Parents of children not identified as having emotional problems.

pupils. A careful inspection of the difference between means shows that there was a narrowing of the gap between the final means of the two groups compared to the initial differences. Further, while both groups of parents improved their ratings the group of parents with emotionally handicapped pupils made greater gains than did the other group of parents.

In summary, the vast majority (95% to 96%) of parents of pupils identified to have emotional problems were judged by their children's teachers to be aware of their children's needs and to be using appropriate motivation and reinforcement techniques by the end of the second program year. The changes from the beginning of the year ratings were not as great as those obtained during the first program year because the vast majority of the second year parents (85% to 93%) were rated as being initially aware of their children's needs and using appropriate techniques as compared to the initial proportions of 50% to 70% in the first year of project operation.

g. Process Objective One, The Parent

> Parents of pupils identified as learning disabled will have the opportunity to confer about their problems with the Consultant Specialist for the Learning Disabled.

Parents of children being seen by the Learning Disabilities teacher specialists were essentially seen for parent conferences by the teacher specialists. All parents of learning disabled children were involved in a five to ten minute conference on a weekly basis by the teacher specialist following the weekly home teaching sessions. In these sessions, the teacher would report on the progress of the child as well as provide home teaching suggestions for remediation of the skill deficit.

In addition, the consultant specialist for the Learning Disabled reports (See Final Report, Appendix P, Sub-Component for the Learning Disabled, Mary Dasovich, Ph.D.) that she conferred in detail with one parent representing a child evidencing learning disabilities. She further comments "that this conference led to alternate education arrangements for the kindergarten year, an increase in special services during the four year program period and the establishment of a parent counseling program for the spring of the year. A second contact regarding special needs in the learning area was made during Saturday School. This interaction involved counseling in gross motor development."

h. Process Objective Two, The Parent

> Parents of pupils identified as functioning within intellectual ability ranges of mental retardation will have the opportunity to confer about their problems with the Consultant Psychologist for the Mentally Retarded and Specialist in Special Education.

All such parent conferences were held with either the Psychological Examiner or the Special Education Consultant. As of January 15, 1973, fifteen parent conferences were held with the Psychological Examiner and twelve parent conferences were held with the Special Education Consultant. Since that time, the Psychological Examiner has conferred with eighteen parents and the Special Education Consultant met with sixteen parents.

i. Process Objective Three, The Parent

> Parents of children identified as emotionally disturbed will have the opportunity to confer about their problems with the Consultant Psychologist for the Emotionally Disturbed and the Child Development Consultants in group or individual counseling session.

The total number of parents in contact with our specialists represented 98 children. Number of contacts with individual parents varied from one to eight. This total represents 14% of the entire Saturday School population. These figures are different than those indicated in the first project year due to the fact that the consultants of this component worked a great deal more with teachers and then met with individual parents rather than parent study groups.

j. Process Objective One, The Staff

> Teacher Specialists in learning disabilities will develop and use appropriate habilitative programs with pupils identified as being learning disabled. The appropriateness of each program will be judged on a dichotomous basis by the Consultant Specialist in learning disabilities. Programs judged inappropriate will be adjusted immediately after the assessment.

Individualized learning programs were designed to meet the needs of those children seen by the Learning Disabilities teacher specialists. Such programming in all instances included material presentation related to two or more of the following areas:

- Proprioceptive development
- Motor coordination development
- Associative language development (including abstract-concrete language skills)
- Receptive language development (auditory and gestural)
- Expressive language development
- Auditory and/or visual memory span development
- Kinesthetic and/or tactual development
- Mathematical language development
- Visual perceptual development (including figure-ground and perceptual constancy)
- Expansion of body conceptualization

It was apparent from home teaching commencement that the utilization of a single published learning or language development program would not suffice in meeting the needs of any child seen by the Learning Disabilities teacher specialists. All children needed a combination of stimulations and, therefore, presentations of a varied, yet specific, nature--presentations not available through the utilization of a single marketed learning or perceptual program.

In addition, the construction of some material by the teacher specialists was also found necessary, especially in terms of activities for the lengthening of attention span, decreasing of distractibility, etc. (See Appendix P, Final Report Sub-Component for the Learning Disabled, Mary Dasovich, Ph.D.)

All habilitative programs were designed on an individual basis and altered as progress by the child indicated. Program elements were added or deleted as client needs became apparent. Weekly logs of progress of each child were reviewed (on a weekly basis) by the Learning Disabilities Consultant. Suggestions for programming were forthcoming according to progress noted and/or progress observed on the part of the child. Suggestions included:

1) Therapeutic planning alterations
2) Counseling suggestions
3) Group stimulation approaches
4) Methods for coordination of Saturday School programming and home visit programming
5) Others as appropriate in isolated cases

Test summaries and weekly logs were submitted to the Project Director for inclusion in the permanent records. Copies were also made for the child's Saturday School teacher as an aid in programming for the child in Saturday School and in her Home Teaching visits.

k. Process Objective Two, The Staff

> The staff, together with the Consultant Specialist in learning disabilities will develop an optimal predictive index for early identification of children with learning disabilities. The battery of tests used in the initial screening of all PCEE Program pupils plus the battery of tests used in further diagnosing pupils with learning disabilities will be subjected to a factor analysis to determine the most parsimonious and predictive set of instruments for identification of learning disabled pupils.

Selection of children for indepth learning disabilities evaluation was carried out by an analysis of the screening test results by the Consultant Specialist for Learning Disabilities.

The following information was used to indicate possible learning disabilities:

1) Analysis of items on the Slosson Intelligence Test particularly depressions in the Language area
2) Delayed performance on the Northwestern Syntax Test
3) Delayed performance on the Beery Test of Visual-Motor Integration
4) Information on Speech, Language and Concept Development as reported by parents on the Preschool Child Information Sheet
5) Teachers' comments on behavior during the initial testing situation.

Further testing using the Peabody Picture Vocabulary

Test, the complete Sievers Differential Language Facility Test, Goodenough-Harris Drawing Test, Oseretsky Motor Proficiency Test, and Beery Test of Visual-Motor Integration showed the screening procedure to be reasonably accurate in identification of children with learning disabilities as reported in the Interim Report Sub-Component for the Learning Disabled, Mary Dasovich, Ph.D.

It was originally planned to perform a factor analysis using scores on both screening and diagnostic instruments to determine the most predictive set of instruments for identification of learning disabled pupils. However, because the number of pupils identified as learning disabled was found to be so small, this could not be done.

1. Process Objective Three, The Staff

> Each PCEE teacher will keep records of children's displays of emotional disturbance which occur during Saturday School for a subsample of children identified as emotionally handicapped. Summaries will be made by the Consultant Psychologist for the Emotionally Handicapped.

Records on children with severe emotional problems have been reported to the Consultant Psychologist for the Emotionally Handicapped and the two Child Development Consultants during the semi-weekly planning meetings. They, in turn, have maintained written records on these children and have used this information in parent contact.

In addition to that, each teacher has kept a log on the behavior of one child and these have been reviewed by Sidney Kasper, Ph.D., Child Psychologist. (See Final Report - Sub-Component for the Emotionally Handicapped, Sidney Kasper, Ph.D., Appendix S.)

m. Process Objective Four, The Staff

> Each teacher whose class contains children who show evidence of emotional disturbance will consult with the emotional disturbance consultant at least once a month.

The Consultant Specialist for the Emotionally Disturbed or one of the two Child Development Consultants provided under this sub-component for the handicapped have been available to consult with teachers twice monthly throughout the school year. Each consultant has met with the teaching team of three teachers for an hour each esssion and attendance records indicate that each teacher has met with one of the three specialists for the emotionally disturbed twice a month. In addition, members of the Child Development Component have been available to the staff on Saturdays during the Saturday School sessions and generally have received much assistance from this component of the program. The Final Report (Sub-Component for the Emotionally Handicapped, Sidney Kasper, Ph.D., Appendix S)verifies that emphasis was placed by this component on working with the staff of all seven teaching centers.

5. MANAGEMENT PROCESS

Inspection of project documentation will verify the completion of those management process objectives scheduled for completion as of the date of this report. One objective, number 13, is in tentative form and in the process of completion. In conferring with our early childhood consultant it was felt that the process that had been developed during the current year should be continued and that obtaining a final product at this time was not desirable if we truly wanted to involve the professional staff.

With the submission of this end of the year report to the U.S. Office of Education all objectives except one scheduled for completion by the end of the project year will have been accomplished. Objectives and their proposed completion dates are as follows: (asterisks indicate completed objectives)

Performance Objectives	Date to be Completed
1) Develop management checklist to monitor accomplishment of the following objective by	9/72*
2) Keep a weekly log on the progress of the program by	6/73*
3) Assign staff to various school centers by	9/72*
4) Select and purchase materials as needed by	6/73*
5) Develop and revise Home Teaching Report, Nursery School Scale, Rating Scale of Self-Esteem, Parent Participation form for kindergarten use by	10/72*
6) Organize and implement procedures for parent contact and child enrollment by	9/72*
7) Arrange and implement procedures for initial screening by	9/72*
8) Arrange for further individual diagnosis as needed by	10/72*
9) Organize and implement instructional program for the handicapped by	11/72*
10) Coordinate handicapped program with outside referral agencies by	6/73*
11) Keep a written observation of teacher performance in Saturday School and Home Teaching by	6/73*
12) Observe kindergarten teachers at least two times during the school year using the Rating Scale for teachers by	6/73*
13) Develop curriculum guide, including outline, sequence of skills, and learning activities by	1/73

Performance Objectives	Date to be Completed
14) Plan and implement staff inservice program by	6/73*
15) Implement Saturday School program and Home Teaching by	6/73*
16) Prepare weekly Home Activity Packet by	6/73*
17) Prepare communication and dissemination material by	7/73*
18) Arrange for Parent Study Groups and Parent Counseling Sessions by	6/73*
19) Arrange for monthly reports and staffings on handicapped children by	6/73*
20) Arrange for reporting of feedback information by and to project staff, other school staff and Community Council by	6/73*
21) Prepare a summary of the findings obtained in the first year of the project by	10/72*
22) Coordinate the independent audit procedures with the evaluation so that the auditor can see all data and findings after they are processed and written up by	6/73*
23) Coordinate the evaluation activities of all project components by	6/73 *
24) Communicate to the project staff all the findings on the process objectives at intermediate points during the project operation year by	6/73 *
25) Arrange for storage and retrieval of all information collected on children and parents for the duration of the project. Files will be updated one month after the collection of any additional data	7/73 *
26) Prepare and submit reports to the USOE	7/73

SECTION C - PUPIL POPULATION DATA (Continued)

3. Additional Project Data (Continued)

h. Estimated percentage of target group which is:
Rural (fewer than 2,500 inhabitants) Percent
Urban (more than 50,000 inhabitants) Percent 100%
Other Demographic Areas (2,500 to 50,000) Percent

i. Estimated percentage of student participants who reside in Model Cities Area Percent

j. Estimated percentage of title III, section 306 funds proposed for support of services to nonpublic school participants Percent N/A

SECTION D - TOTAL PROGRAM STAFF (See instructions)

POSITION CATEGORY	Positions Assigned to Project			
	Number Full-Time	Part-time		Total Full-Time Equiv. (Columns 2 + 4)
		Number	Full-Time Equiv.	
a. ADMINISTRATION/ SUPERVISION	1			1
b. TEACHER				
(1) Pre-Kindergarten		17	11	11
(2) Kindergarten				
(3) Grades 1-6				
(4) Grades 7-12				
(5) Other				
c. SPECIALISTS		10	2.5	2.5
d. PUPIL PERSONNEL WORKERS				
e. EVALUATORS		1	.25	.25
f. TEACHER ASSISTANTS, TEACHER AIDES		3	2	2
g. CLERICAL PERSONNEL	1	2	1	2
h. COMMUNITY LIAISON PERSONNEL				
i. ALL OTHER PERSONNEL	0	12	1.5	1.5

SECTION E - HANDICAPPED PROJECT PARTICIPATION ONLY

1. Number of Children Served, by Handicapping Condition and Grade Level; and Number of Personnel Receiving Inservice Training with Title III, Sec. 306 Funds.

Type of Handicap	GRADE LEVEL					INSERVICE TRAINING			
	Pre-K	K	1-6	7-12	Total	Teacher	Teacher Aides	Other	Total
	2	3	4	5	6	7	8	9	10
a. Trainable Mentally Retarded						The teaching staff of			
b. Educable Mentally Retarded	24					24 teachers, 31 district kindergarten teachers, 20 primary and remedial			
c. Specific Learning Disabilities	51		Numbers are based on			reading teachers, 4 elementary consultants, and			
d. Seriously Emotionally Disturbed	71		service given to children			17 elementary principals were included in			
e. Other Health Impaired			based on screening procedures.			service training on working with the handi-			
f. Crippled	2					capped. In addition, 3 college students in Early Childhood and Special			
g. Visually Impaired	30					Education received a practicum in the program			
h. Deaf-Blind						along with high school students in the family			
i. Deaf	1					living course at McCluer High School.			
j. Hard of Hearing	56								
k. Speech Impaired	18								
l. Total	253				253	55		17	

2. Number of Handicapped Children Served Who Attend Nonpublic Schools: N/A

3. Distribution By Ethnic Groups

POPULATION	NEGRO	INDIAN	ORIENTAL	SPANISH SURNAMED (See instruct.)	CAUCASIAN (Other than Span. Surnamed	OTHER	TOTAL
1	2	3	4	5	6	7	8
Student Participants	2	0	0	1	250		253

SECTION E - HANDICAPPED PROJECT PARTICIPATION ONLY (Continued)

4. Children Receiving Services - DISTRIBUTION BY DEMOGRAPHIC AREA

	CATEGORY	NUMBER
a.	Urban Areas (over 50,000)	
b.	Rural Areas (under 2,500)	
c.	Other Demographic Areas (from 2,500 - 50,000)	
d.	Total (Sum of Lines a., b., and c.)	
e.	Student participants who reside in Model Cities Area	

SECTION F - TOTAL PROGRAM STAFF FOR HANDICAPPED (Component or Total Project)

	POSITION CATEGORY	Positions Assigned to Project			
			Part-time		
		Number Full-Time	Number	Full-Time Equiv.	Total Full-Time Equiv. (Columns 2 + 4)
	1	2	3	4	5
a.	ADMINISTRATION/ SUPERVISION		1	1/3	1/3
b.	TEACHERS				
	(1) Trainable Mentally Retarded				
	(2) Educable Mentally Retarded		1	1/4	1/4
	(3) Learning Disabled		2	2/3	1-1/3
	(4) Emotionally Disturbed		2	2/3	1-1/3
	(5) Other Health Impaired				
	(6) Crippled				
	(7) Visually Impaired				
	(8) Deaf-Blind				
	(9) Deaf				
	(10) Hard of Hearing				
	(11) Speech Impaired		1	1/4	1/4
c.	SPECIALISTS		10	3-1/8	3-1/8
d.	PUPIL PERSONNEL WORKERS				
e.	EVALUATORS		1	1/8	1/8
f.	TEACHER ASSISTANTS, TEACHER AIDES		24	1-1/2	1-1/2
g.	CLERICAL PERSONNEL		3	1	1
h.	COMMUNITY LIAISON PERSONNEL				
i.	ALL OTHER PERSONNEL		12	1	1

SPECIALISTS - 10 part time persons counted as follows:

1	Consultant Specialist in Learning Disabilities	1/4 time
1	Consultant Specialist in Mental Retardation	1/4 time
1	Consultant Specialist in Emotional Disturbance	1/2 time
2	Child Development Consultants	1/4 time ea
1	Audiologist	1/8 time
1	Speech Consultant	1/8 time
1	Special Education Consultant Psychological Examiner	1/2 time 1/8 time
1	Special Education Consultant	1/4 time
1	Learning Disabilities/Speech Teacher	1/2 time

C. Summary and Conclusions

Evaluation of cognitive and affective gains in children, after eight months in the program showed significant growth by a large majority of the children with many achieving a much greater gain than expected. Children with the lowest entering status made the greatest rate of gain in most instances.

Of the approximately forty-five percent of the four year olds evidencing need for special services based on screening procedures, only six were referred to programs for the handicapped at age five. This includes two children who will enter a class in language development, one a program for the hard of hearing, another a program for children with emotional problems, another will enter a school for autistic children and one child whose placement is uncertain. Children receiving special programming for learning disabilities either by the Learning Disabilities Teachers or the Special Education Consultant all made marked progress. Their work will be continually monitored during the kindergarten year. Children with various behavioral and emotional problems received help both for themselves and their parents. It may be said, therefore, that through the home-school program many problems detected at four can be effectively remediated. The integration of the handicapped into the regular program tended to have a positive effect on their intellectual and personal and social development.

A large majority of parents showed marked improvement in their competencies and attitudes in motivating and teaching their children. This was indicated by teacher ratings and parent self-evaluation. Also, the staff showed increasing awareness of children's needs and improved their effectiveness in working not only with the children but with their parents.

Extensive parent involvement in the program was undoubtedly a key factor in the community support received by the project. The assistance of parents, 78% having served at least four times in Saturday School, older siblings, grandparents and baby sitters was warmly welcomed in Saturday School. The verbal and written comments of parents in evaluating the program attested to the positive rapport established between home and school through the partnership of parents and teachers on behalf of the child.

Equally important was the progress made toward internalizing the Saturday School Program as an integral part of the district's total education program. Principals and kindergarten teachers made a home teaching visit with the Saturday School Teacher. Ongoing services to handicapped children were provided at the kindergarten level. Records of all children in the PCEE Program were available to kindergarten teachers. Inservice was provided by the project staff and project director for kindergarten and beginning primary teachers, principals, and special personnel. Permanent Record and Communication Skills Record cards were initiated for all children in the PCEE Program.

In conclusion, this program in which the school supports the learning environment of the home and involves parents as teaching partners, besides comprehensive services to all children, offers an alternative model to early education at a relatively low cost. This would suggest that this model could be adapted by other school systems to meet comparable needs.

Recommendations

Some modification in program design is deemed desirable although it cannot be considered a major revision. Program activities of each component are proceeding basically according to plan but it is felt that some refinement of procedures can occur based on information obtained during the first two years of the program. Objectives will remain the same and follow-up on all PCEE children will be maintained through kindergarten and beginning primary. Although all objectives were not completely attained, rather than lowering expectations, the goal will be to closer approximation of 100% achievement.

Changes planned include the use of a different language test besides the Northwestern Syntax Test. This test which purports to measure receptive and expressive language appeared to measure only one factor since the scores on the two subtests were about the same. Since the test is also rather difficult to give due to length, it was decided to change to the grammatic closure test of the Illinois Test for Psycholinguistic Ability. This selection was based on a factor analytic study done by the special education specialist (in an unpublished doctoral dissertation) on a random sampling on 40 PCEE students who were screened for learning disabilities, mental retardation and emotional handicaps. This study indicated that grammatic closure was the best predictor of auditory language and that auditory vocal language integration which this test measures was the most important factor in language success.

As previously mentioned in the Continuation Report, references to the Consultant Specialists for the Mentally Retarded and the Consultant Specialists for the Learning Disabled will be, henceforth, referred to as the Consultant for Educational Problems. We believe that in combining these two components, we can strengthen our screening procedures, place more emphasis on observation of children, and service to teachers.

A different battery of tests to identify the learning disabled will also be given. Testing will include the Illinois Test of Psycholinguistic Ability, the Monroe Auditory Discrimination Test, the Beery Test of Visual Motor Integration, the Goodenough-Harris test and a motor rating scale.

The Consultant Psychologist for the Emotionally Disabled Component is planning to develop a scale to differentiate the degrees of severity of emotional problems in his screening procedure. Using parents' responses to the form, "My Preschool Child," he plans to tentatively differentiate between the severely disturbed and the socially maladjusted child on a one to three rating.

In the third project year provision will be made to insure the continuous progress of children from the Saturday School Program into kindergarten and then into beginning primary so that the gains achieved may be maintained. This will include assistance to children with special needs as well as to their teachers and parents; continued opportunities for inservice training with kindergarten and beginning primary teachers; and parent assistance in the classroom and home teaching visits by kindergarten teachers. Necessary changes in the curriculum to adapt to the widening range of abilities will be made. Baseline data will be gathered on second year primary children so that in the following year comparison can be made with those children who were pupils during the first year of the Parent-Child Early Education Program.

Continued widening of dissemination can be expected. Communication during the past year included visitors to the program, requests for materials, slide presentations in the local area and presentations at three national conventions as well as feature articles in the two St. Louis newspapers and two national education magazines. A publication entitled Saturday School: A Success Story which describes the program and presents evaluation findings was prepared for those attending our presentation at national conventions and for general dissemination. The curriculum guide will be available and other materials for parents are being developed. It is expected that a complete dissemination packet of materials used in the program will be prepared during the final project year.

Parental and citizen involvement not only in the normal operation of the program but in planning for the future will be emphasized. Parents are regularly involved in Saturday School, in home teaching visits and follow-through home teaching activities. Some parents assist teachers in telephoning parents and thus assist in organizational tasks. Others have assisted in spring registration of Saturday School children as well as helping in vision and hearing testing. A course entitled "Are You Listening?" which focused on effective ways of communicating with children was provided for parents.

As we enter the third year of the program, citizens will be involved in planning for the continuation of the program. It is hoped that several alternative plans will be developed for presentation to the Board of Education. These proposals may include adaptations of the current programs with maintenance of major components and plans for financial support.

Finally, as we look forward to our final year in the project we are cognizant of the importance of the summary evaluation. Since this is an innovative program which offers a model for early education, it is necessary that we look at the evaluation from an historical perspective. Not only will the specific objectives be discussed, but comparisons of progress will be made throughout the project years. In addition, emphasis will be placed on the processes in which major components of the program have developed and have been modified. This will include curriculum development, parental involvement and monitoring and management procedures. Reporting the results of the program in such a way will allow the evaluation to be a useful tool available to the educational community.

INDEPENDENT EDUCATIONAL PROGRAM AUDIT

INTERIM AUDIT REPORT

OF

USOE Project #OEG-0-71-1748(290)

FERGUSON-FLORISSANT PARENT-CHILD EARLY EDUCATION PROGRAM

Ferguson Reorganized School District R-2
655 January Avenue
Ferguson, Missouri 63135

June, 1973

Prepared by:

Educational Management Services, Inc.

Auditor Assigned:

Gary A. Mohrenweiser

SECTION I

INTRODUCTION

The Interim Audit Report is one of three such reports being prepared for the Ferguson-Florissant Schools in connection with its Parent-Child Early Education Program, U.S.O.E. Project #OEG-0-71-1748(290). EMS certifies that it is acting as an independent auditor and has had no role in the development of the proposal or program or any other relationship with the Ferguson-Florissant Schools. This independent educational program audit is an external review of the project, designed to clarify the results of the evaluation and to assess and report on the appropriateness of evaluation procedures being utilized. This audit is designed to follow the guidelines and intent of ESEA Title III, Section 306. In preparation of this report the auditors examined data through the following inputs:

1. Review of the continuation evaluation report, instrumentation, memos, other documentation supplied to the auditors prior to and during the April and May site visits.
2. Information obtained during the site visits by Dr. Walter L. Hodges and Dr. Gary A. Mohrenweiser, conducted April 10, 1973 and May 12, 1973, at the project offices located at 2295 Dunn Road, Florissant, Missouri 63033, and at various other program sites. During the site visits the auditors interviewed and discussed project activities with:
   A. Dr. Doris Stumpe, Assistant Superintendent for Elementary Education

B. Ms. Marion Wilson, Project Director

C. Dr. Alice Klein, Project Evaluator

D. Representatives of the Child Development and the Special Education Components:

   1) Marguerite Cannon
   2) Sidney Kasper
   3) Tom Maloney
   4) Lloyd Kallial

E. Ms. Mildred Winter, former Project Director

3. Observations in all classrooms and two of the seven Saturday School locations

4. Review of relevant documents, specifically:

   A. Continuation Application Year II
   B. Parents' Home Activity Guides
   C. Example of "Saturday School News"
   D. Form for parent evaluation of program
   E. Saturday School, A Success Story

SECTION II

GENERAL AUDIT FINDINGS

The continuation proposal submitted by the project contains the Interim Evaluation Report. This report, it should be noted, is very complete, well-organized and well-written. The major factor that impressed the auditors was the inclusion of baseline data in the report, within each section of the report and pertinent to each of the objectives, such that a comparison may be made between the project status currently and the project status at the time of collection of baseline data.

Since the last audit visit the project has made considerable effort toward dissemination of project results. This dissemination is characterized in two ways: 1) dissemination through the professional media, i.e., national meetings, early education specialists, curriculum meetings, etc., many of which were attended by the project director and project evaluator; 2) dissemination of the booklet, Saturday School, A Success Story, to both professionals and parents. This booklet was written to serve a dual purpose: the needs of professional examiners of the program, as it contains evaluation materials relevant to their needs; it also serves the parents and public, as it expresses the history of the project pertinent to the public's needs. It should also be noted that the project, since the last audit report, has fully followed-up on the recommendations made in that report.

The auditor examined evaluation reports on staff members of the Early Childhood Project. These evaluation reports were complete and were signed by both the project director and the staff member who was evaluated.

As noted in the Implementation Audit Report, the project changed leadership at the end of the first project year. There exists no evidence that the project has been hindered in any way by the change in leadership. On the contrary, a strong continuity exists from the first project year. It appears that the project is well on its way toward fulfilling the basic objectives of its second year. There is also strong evidence to suggest that the program and its philosophy will be incorporated by the community and its school administrators in the next years as a regular part of its strategy for schooling young children. This would, of course, be a strong indication of the success of the program.

SECTION III

SPECIFIC AUDIT FINDINGS

This section of the report follows the selected audit activities as outlined in the audit plan submitted to the Ferguson-Florissant Schools. Each objective audited is stated, together with the subsequent audit findings. Certain objectives are grouped as to audit activities and findings because the audit activities were very similar in nature regarding each of the objectives and the discussion concerns the findings as a composite, unless otherwise noted. Numbers and descriptions associated with each objective correspond to those found in the original and/or revised proposal.

Child Component

Product Objectives

Product Objective 1:	Upon completion of the first year in the Parent-Child Early Education Program, each pupil will exceed his expected growth as determined by the developmental norm data of each test, by the pupil's original status on that test, by a minimum of one month in the areas of mental development, language development and visual-motor integration.
Product Objective 2:	Each primary target group pupil who is found to be deficient in teacher's ratings at the end of entry into the Parent-Child Early Education Program will show an increase of a minimum of one step on a five-point scale at the end of his first year in the program.
Product Objective 3:	Each primary target group pupil who is found to be rated as having less than very positive attitudes toward school by the teacher at the beginning of the Parent-Child Early Education Program will increase by at least one step on a five-point rating scale in the positiveness of his attitudes toward school at the end of his first year in the program.

Product Objective 4: Each pupil who is rated on any of the five scales of the rating scale, self-esteem, as having less than an average self-esteem by his teacher at the beginning of the Parent-Child Early Education Program will increase by at least one step on each of those scales by the end of his first year in the program.

Audit Activities: Inspect sample and review data.

Audit Findings: Although the statement of objectives usually refers to the first year of the program, these same objectives are goals of the second year of the program. The Interim Report indicates that data at the time of the preparation of the Interim Report was not available for inclusion. At the time of the site visit the auditor inspected a sample of source documents for completeness of tests and rating scales administered under these objectives for accuracy and completeness of scoring, for tabulation and translation to mechanical input sheets, and found these to be fully and completely accurate. These data, which refer mainly to baseline data for the second project year, will be incorporated into the second year Final Evaluation Report. It should be noted that under objective 4, the project did a follow-up of pupils from the first year's program as they entered kindergarten. The kindergarten teachers were not informed as to which pupils had participated in the PCEE Program. The teachers rated all their pupils on various scales as described in the continuation report. Appropriate conclusions to that research is presented on page 20 of the continuation report.

Process Objectives

Process Objective 1: The project director, evaluator and specialists in the areas of the handicapped, will develop a behavior checklist to be used by parents to rate children.

Audit Activities: Review data for completeness.

Audit Findings: The results of this objective were presented in the Final Evaluation Report of the first project year. Data were found to be complete.

Process Objective 2: Parent-Child Early Education pupils who have learning problems will be identified as indicated by a preliminary screening battery.

Audit Activities: Sample data for completeness, scoring and recording.

Audit Findings: The Interim Evaluation Report indicates that 24 pupils were tested for low intellectual functioning or retardation. The file containing the information on these pupils was examined by the auditor. Each pupil had been initially screened and follow-up testing was indicated. Files on the pupils were found to be complete and accurate, as could be determined by a sample examination.

Process Objective 3: Each Parent-Child Early Education pupil identified through further diagnostic procedures as having learning problems due to one or more factors listed in process objective 2, will be given individualized materials and/or teaching strategies by his teacher as prescribed by consultant specialists for the handicapped.

Audit Activities: Verify implementation.

Audit Findings: Appendix M of the continuation proposal contains a report by the consultant for learning disabilities component. This report indicates that programming is taking place according to the objective. Audit observations verify this report. Page 90a, revision 4-72, of the proposal indicates that a "yes-no" categorization as to whether or not teachers follow the prescriptions is part of the evaluation procedure for this objective. To date, this has not been implemented and it is suggested that such be considered as a part of the evaluation program before the final report

Parent Component

Product Objectives

Product Objective 1: Each parent receiving home visits in the Parent-Child Early Education Program who is rated by the teachers as being less than very positive in her attitudes toward the teaching session, the teacher, and her child, during the first home teaching session, will increase in the positiveness of her attitudes by a minimum of one step on a five-point rating scale as assessed by the teacher during the last home visit of the program.

Audit Activities: Review data.

Audit Findings: Although the data were not reported in the continuation proposal, the auditor inspected baseline data collected at the beginning of the program. Source documents were complete, tabulation to mechanical input devices was accurate.

Process Objectives

Process Objective 1: One parent from each family participating in the Parent-Child Early Education Program will volunteer to assist in Saturday School and will assist with one class at least once every three months.

Audit Activities: Review attendance data.

Audit Findings: The results presented on page 61 of the continuation proposal are supported by a sample review of attendance data.

Process Objective 3: Parent study groups will be established with parents, guidance counselors and project staff members determining the content, structure and frequency of group meetings.

Audit Activities: Review implementation

Audit Findings: Such groups have been implemented with major emphasis on individual contact with parents.

Staff Component

Product Objectives

Product Objective 1: Each Parent-Child Early Education teacher will utilize appropriate motivational techniques (e.g., reinforcement and feedback strategies) for environmentally disadvantaged and handicapped pupils. By the end of the first year of project operation, each PCEE teacher will be rated at least a "four" on a five-point rating scale as assessed by the project director through classroom observations.

Audit Activities: Review data.

Audit Findings: A sample of data was reviewed for accuracy and completeness and found to support the results presented in the continuation proposal, page 65. The use of appropriate motivational techniques was observed in all classes visited. No ratings were made and it should be noted that teachers and parents need continuous feedback and in-service training on the use of appropriate motivational techniques. It is important to note that no negative instances of verbal or motoric negative feedback techniques from adult to child were observed.

Product Objective 2: Each Parent-Child Early Education teacher will be able to correctly identify learning problems due to emotional disturbance, learning disabilities, experiental deprivation, physical handicaps and mental retardation on the basis of observation of pupils in the learning situation. Evidence of correct identification will be demonstrated by the accuracy of their referrals as judged by the consultant specialists for the handicapped.

Audit Activities: Interview staff.

Audit Findings: Evidence of this objective was not directly observed. The child development staff reported a major shift in operating strategy from last year, however, which bears on this objective. In year I, the child development staff provided more direct service to children and parents than they now do. Presently their mode of operation is becoming much more teacher oriented, i.e., they are helping teachers become adept at working through diagnostic and prescriptive strategies for all children. This approach is one that the auditor strongly endorses. It should have the benefit of spreading the effect of the application of the consultant's expertise to greater numbers of participants.

Product Objective 3: For those Parent-Child Early Education pupils identified through further diagnostic procedures as having learning problems due to emotional disturbances, etc., teachers will carry out prescriptions (individualized materials and/or teaching techniques) made by the consultant specialists for the handicapped. Through systematic observations, the specialists will determine whether or not each teacher is following the prescriptions.

Audit Activities: Interview staff

Audit Findings: This objective is related to Product Objective 2 and is a part of the shift in the focus of consultants' mode of operation. While not directly observed, this approach is obviously satisfying to the consultants (although they lose some direct clinical contact) and should be successful.

Product Objective 4: Parent-Child Early Education teachers will establish positive relationships with parents in Saturday School and Home Teaching. Teachers will do this by showing that they respect parents' competencies in teaching children. This will be systematically monitored by the project director and periodically by elementary principals and parents.

Audit Activities: Parent interviews and observation.

Audit Findings: Combining observations from 1971-72 in the homes and classes, this year's observations in the classes and the results of previous audit visits, it appears that there is evidence of high project morale and well-established positive relationships with parents. It was obvious that the teachers observed had complete trust in the parents and other guests working with them and that this trust was, to a large extent, justified.

Product Objective 5: Weekly Home Activity Packets that complement the instruction given in Saturday School (as described in the staff activities component) will be developed by the project director, Parent-Child Early Education teachers, specialists for the handicapped and the project disseminator. The content validity of these materials will be judged by an early childhood specialist as well as by teachers' reports based on the appropriateness and usability of these materials with PCEE pupils.

Audit Activities: Review Weekly Home Activity Packets.

Audit Findings: Parent's Home Activity Guides 71, 2-1 through 71, 2-28 and Guides 72, 3-1 through 72, 3-29 were reviewed. These Guides are full of easy-to-do but high quality things for parent and child to do together. Most of the activities are independent of one another and there is no apparent sequence. This is not a criticism, as it is not apparent that a sequence is necessary for many of these experiences. The "Index of Activities as they Relate to Skill Development" at the end of the 71 series of guides is excellent. This type of indexing should help the teachers greatly in recommending specific items for the parents to use with children who need help with a particular skill area.

By and large, the content validity of these activities is difficult to judge. If the teachers work through them with parents, identify the ones appropriate for particular children and follow-up on the results at their next visit, it would be hard to say that they are not valid. Without such teacher support, effectiveness of the Guides might be questioned.

Product Objective 6: A Parent-Child Early Education Curriculum Guide will be developed by the project director and PCEE teachers. The guide, which will include performance objectives and a sequence of activities to meet each objective, will be integrated into the district Early Childhood Curriculum Guide Series already developed for kindergarten and beginning primary levels. Monthly planning charts will also be developed listing the major concepts to be introduced in Saturday School, along with a record of each child's progress toward mastery. The Guide will be reviewed for its content validity by an early childhood education specialist and for its appropriateness and feasibility by the PCEE teachers and project director.

Audit Activities: Review Guide for progress and interview sample of teachers.

Audit Findings: Much of the basic work on this objective has been accomplished and the objectives laid out in a useful manner. Objectives, however, without philosophical, theoretical or rationale statements can be interpreted in narrow ways by those who must interact with children. The director is planning to develop a contextual framework within which to place the curriculum skills list. This framework is not yet formulated explicitly, but the director has definitive plans for writing more general guidelines which will enable teachers to use the skill objectives curriculum as a minimal level guide, but who will be able to extend these skills within a framework of developmental and educational theory. The auditor believes that the proposal is a sound and necessary next step. It will help staff interpret objectives in a more extensive manner and may help to prevent the "tunnel vision" sometimes experienced by teachers who feel they must meet specific behavioral criteria with their children.

Process Objectives

Process Objective 1: Each Parent-Child Early Education teacher will attend at least two in-service sessions per month.

Process Objective 2: Each kindergarten teacher will attend at least four inservice sessions during the first year of the project operation.

Process Objective 3: Each Parent-Child Early Education teacher will demonstrate appropriate teaching techniques to parents during Saturday School.

Process Objective 4: Each Parent-Child Early Education teacher and kindergarten teacher will teach each other's classes at least once during the first year of the program so as to demonstrate the need for and the ways in which to coordinate PCEE and kindergarten programs.

Process Objective 5: Parent-Child Early Education teachers will work collaboratively with the project director in monthly meetings to develop weekly Home Activity Packets that complement the instruction given in Saturday School.

Process Objective 6: Parent-Child Early Education teachers will work collaboratively with the project director in monthly meetings to develop monthly planning charts and a curriculum guide.

Audit Activities: Review of records, including attendance records, and observation and discussions with teachers and staff.

Audit Findings: Examination of attendance records and discussions indicate that the results presented in the continuation proposal are accurate. Also see discussion of Product Objective 6.

Handicapped Component

The product and process objectives associated with the Handicapped Component were reviewed under the regular components, both Child and Parent. A sample of student files which were classified as "handicapped" was examined and all tests and report documents which were expected to be contained in the files were found to be accurate and complete.

Management Component

The various aspects of the Management Component were reviewed during the time of the site visits. Management of the project is generally progressing on schedule. Review of the director's log indicates significant events on a weekly basis and provides a substantive, historical review of the project's day-by-day proceedings. Assignment and evaluation of staff have taken place as scheduled. All aspects of the management of the project appear to be progressing well.

SECTION IV

RECOMMENDATIONS

This section presents a recommendation based on the auditor's review of the project and discussions with various staff members during the site visits.

IT IS RECOMMENDED THAT the evaluator and project director review the evaluation design for Process Objective 3, Child Component, and determine whether the "yes-no" categorization as indicated as part of the rating of teachers should be implemented as part of the evaluation procedure for the final evaluation report of the second project year.

RESPONSE TO THE INTERIM AUDIT REPORT
PARENT-CHILD EARLY EDUCATION PROGRAM

USOE Project No. OEG-0-71-1748 (290)
Title III Sec. 306 ESEA

Ferguson Reorganized School District R-2
Ferguson, Missouri

Submitted by:

Doris M. Stumpe
Doris M. Stumpe
Assistant Superintendent
Elementary Education

June 21, 1973

We find the Interim Audit Report submitted by Dr. Gary Mohrenweiser, of Educational Management Services, Inc., to be an accurate report on his findings during his on-site visit to the project on April 10, 1973. The report also accurately reflects the evaluation of Dr. Walter L. Hodges, consultant in early education, who visited the project on May 12, 1973.

In response to the evaluation design for Child Component Process Objective Three, we are cognizant of the fact that a "yes-no" categorization as to whether or not teachers follow the prescriptions for learning disabled children could be further detailed in degree. However, the lesson plans for each learning disabled child stating the objective and materials used in each lesson are reviewed by the consultant for learning disabilities and these records are now on file in the office of the Parent-Child Early Education Program. In our evaluation report, we will indicate the degree to which the programming was followed for all those receiving special help in learning disabilities. We will do this also for those children who were tested for learning disabilities and found to have a slight problem, which did not warrant special instruction but for which special recommendations were made to the home teacher.

APPENDICES

A	Frequency Tabulation of PCEE Pupils' Scores on the Preliminary Screening Battery Administered at the Beginning and End of the Second Program Year
B-1	Initial Teacher Ratings of PCEE Pupils and Parents on the Items of the Home Teaching Report during Fall, 1972
B-2	Final Teacher Ratings of PCEE Pupils and Parents on the Items of the Home Teaching Report During Spring, 1972
C-1	Initial Teacher Ratings of Pupils' Self Esteem
C-2	Final Teacher Ratings of Pupils' Self Esteem
C-3	Results of Analyses of Variance and Duncan's Multiple Range Tests with Extension for Unequal Replications for Entering Kindergarten Pupils (1972) on "The Self Esteem Scale" and on "The Kindergarten School Adjustment Scale"
D-1	Parent Ratings of PCEE Pupils' Behavior at the Time of Entry into the PCEE Program (1971) and at the Time of Entry into Kindergarten (1972)
D-2	Initial Parent Ratings of Pupils' Behavior on the Items of "My Preschool Child" made Prior to Entry into the PCEE Program in the Fall, 1972
E	Results of Analyses of Variance and Duncan's Multiple Range Tests with Extension for Unequal Replications for Entering Kindergarten Pupils (1972) on "Introducing My Kindergarten Child"
F	Results of Analyses of Variance and Duncan's Multiple Range Tests with Extension for Unequal Replications for Entering Kindergarten Pupils (1972) on the Screening Test of Academic Readiness
G-1	Summary of Results Obtained on the Stanford Early School Achievement Test, Level I Given to First Grade Pupils in 1972
G-2	Percentile Rank Equivalents for the Form A Stanford Early School Achievement Test, Level I Subtests Based on the Results of Pupils Entering First Grade in Fall, 1972

APPENDICES (Continued)

G-3 Percentile Rank Norms Developed for Entering First Grade Pupils Using Data Collected on Pupils Entering First Grade Classes Within the District in the Fall of 1972 on the Stanford Early School Achievement Test, Level I

H New Age Norms Developed for Use with the Northwestern Syntax Screening Test in the PCEE Program

I Initial and Final Teacher Ratings of a Sample of Parents' Performance in Saturday School

J-1 A Summary of Teachers' Ratings of PCEE Pupils' Skill Development

J-2 Kindergarten Teacher Ratings of Their Pupils and Parents on the Items of the Kindergarten Home Teaching Report During Spring, 1973

J-3 Results of Analyses of Variance and Duncan's Multiple Range Tests for Kindergarten Pupils on Items of the Kindergarten Home Teaching Report

J-4 Results of Follow Up Analyses on Kindergarten Pupils and Their Parents on Items of the Home Visit Report Administered upon Exit from the PCEE Program (Spring, 1972) and During the Kindergarten Year (Spring, 1973)

K-1 Summary of Initial and Final Teacher Ratings at Saturday School and at Midyear Home Visit by Project Director and Midyear Ratings by Principals

K-2 Frequency Tabulation of Parents' Ratings of Both PCEE Program and Teachers

K-3 Summary of Initial and Final Kindergarten Teacher Ratings Made During Observations in Classes by the Project Director

K-4 A Summary of Comparisons Between Initial and Final Ratings of Kindergarten Teachers Made By the Project Director

L Frequency Distributions of Further Diagnostic Screening Test Battery and Follow Up Administered to Pupils Identified as Learning Disabled

APPENDICES (Continued)

M	Frequency Tabulations on the Glidewell Items for PCEE Pupils Identified as Having Emotional Problems Both at the Time of Entry into the PCEE Program and Into Kindergarten and for PCEE Pupils Not Identified as Having Emotional Problems at the Time of Entry Into Kindergarten
N-1	Initial Teacher Ratings of Pupils' Adjustment on Items of the "Nursery School Adjustment Scale" During the Fall, 1972
N-2	Final Teacher Ratings of Pupils' Adjustment on Items of the "Nursery School Adjustment Scale" During the Spring, 1973
N-3	Kindergarten Teacher Ratings of Pupils' Adjustment for ALL PCEE Pupils, PCEE Pupils Identified as Having Emotional Problems, and PCEE Pupils Identified as not Having Emotional Problems
O	Frequency Distributions of Further Screening Battery and Follow Up Administered to Pupils Identified as Mentally Retarded
P	Final Report - Learning Disabilities Component
Q	End of the Year Report - Speech and Language
R	End of the Year Report - Sub-Component for the Mentally Retarded
S	End of the Year Report - Sub-Component for the Emotionally Handicapped
T	End of the Year Report - Clinical Audiology

APPENDIX A

Frequency Tabulation of PCEE Pupils' Scores on the Preliminary Screening Battery
Administered at the Beginning and End of the Second Program Year:
Slosson Intelligence Test, Northwestern Syntax Scale, and the
Beery Test of Visual-Motor Integration* (N = 648)

Scores in Months	Slosson (M.A.)		Northwestern Receptive (L.A.)		Northwestern Expressive (L.A.)		Beery (P.A.)	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
20 or less			11	3				
21-22			30	1	19	3		
23-24	7	3	10	1	103	14		
25-26			13	2	12	3		
27-28			19	1	17	4		
29-30			19	4	17	5		
31-32			29	4	18	4		
33-34			40	9	24	7	27	3
35-36			1		23	11	30	
37-38	3		49	15	37	12	50	4
39-40	5		56	12	27	10	1	
41-42	1		49	17	33	15		
43-44	3				34	20		
45-46	7	1	46	29	31	36	46	4
47-48	11		52	39	38	36	3	
49-50	17	1	38	41	36	25	103	20
51-52	23		35	32	26	37	102	34
53-54	28	1	32	47	19	33	69	27
55-56	48	2					40	44
57-58	45	4	44	55	22	38	57	49
59-60	55	9	2		26	34	65	141
61-62	52	20	25	56		1		5
63-64	56	19		4	16	38	35	126
65-66	48	24	17	48	21	39	5	43
67-68	59	36		1		1	7	42
69-70	41	36	7	50	17	51	4	37
71-72	37	39	1	1	2	35	1	30

(continued)

APPENDIX A (continued)

Scores in Months	Slosson (M.A.)		Northwestern Receptive (L.A.)		Northwestern Expressive (L.A.)		Beery (P.A.)	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
73-74	28	40	10	62		2	1	11
75-76	22	47	1	1	10	27		
77-78	12	45	8	39	7	34	2	7
79-80	11	33		1				6
81-82	8	43	1	28	2	26		6
83-84	4	38	1	17	1	19		1
85-86	3	47	1	16		2		3
87-88	3	39	1	6	5	7		3
89-90	1	24		3	4	8		
91-92	4	21						
93-94	2	28		3	1	7		
95-96	4	15				2		2
97-98		11				2		
99-100		4						
101-102		6						
103-104		5						
105+		7						

* The number of pupils whose scores are represented in this Appendix include only those pupils who were tested twice during the program year.

APPENDIX B-1

Initial Teacher Ratings of PCEE Pupils and Parents on the Items of the Home Teaching Report during Fall, 1972 (N = 640)

	Sample*	Ratings**					
		5	4	3	2	1	Blank
Conditions affecting visit							
a. Parent ready vs. not ready for work	Total	522 (82%)	50 (8%)	38 (6%)	3 (<1%)	25 (4%)	2
	H	220 (78%)	22 (8%)	23 (8%)	1 (<1%)	15 (5%)	0
	NH	283 (85%)	27 (8%)	12 (4%)	2 (1%)	10 (3%)	2
b. Child ready vs. not ready for work	Total	470 (74%)	74 (12%)	55 (9%)	10 (2%)	29 (5%)	2
	H	194 (69%)	33 (12%)	32 (11%)	4 (1%)	18 (6%)	0
	NH	257 (77%)	39 (12%)	21 (6%)	6 (2%)	11 (3%)	2
c. Place prepared for teacher to work	Total	514 (81%)	40 (6%)	56 (9%)	7 (1%)	21 (3%)	2
	H	222 (79%)	16 (6%)	27 (10%)	4 (1%)	12 (4%)	0
	NH	274 (82%)	23 (7%)	26 (8%)	3 (1%)	8 (2%)	2
Parent Partic.							
a. Observed 100% vs. 0% of time	Total	530 (83%)	56 (9%)	28 (4%)	10 (2%)	15 (2%)	1
	H	222 (79%)	24 (9%)	17 (6%)	7 (2%)	11 (4%)	0
	NH	289 (86%)	28 (8%)	11 (3%)	3 (1%)	4 (1%)	1
b. Participated 100% vs. 0% of time	Total	371 (58%)	99 (15%)	105 (16%)	32 (5%)	32 (5%)	1
	H	141 (50%)	48 (17%)	53 (19%)	18 (6%)	21 (7%)	0
	NH	216 (64%)	46 (14%)	49 (15%)	13 (4%)	11 (3%)	1
Parent attitude toward teaching session							
a. Positive vs. negative	Total	470 (74%)	89 (14%)	69 (11%)	7 (1%)	2 (<1%)	3
	H	224 (80%)	37 (13%)	16 (6%)	1 (<1%)	2 (1%)	1
	NH	256 (77%)	48 (14%)	28 (8%)	2 (1%)	0 (0%)	2

(continued)

APPENDIX B-1 (continued)

	Sample	Ratings					
		5	4	3	2	1	Blank
b. Interested vs. disinterested	Total	468 (73%)	91 (14%)	68 (11%)	8 (1%)	2 (<1%)	3
	H	200 (71%)	34 (12%)	40 (14%)	4 (1%)	2 (1%)	1
	NH	253 (76%)	50 (15%)	27 (8%)	4 (1%)	0 (0%)	2
c. Self-confident vs. lacking self-confidence	Total	385 (60%)	132 (21%)	99 (16%)	13 (2%)	8 (1%)	3
	H	155 (55%)	50 (18%)	60 (21%)	10 (4%)	5 (2%)	1
	NH	219 (66%)	72 (22%)	37 (11%)	3 (1%)	3 (1%)	2
Parent Interaction with child							
a. Accepting vs. rejecting	Total	439 (69%)	106 (17%)	73 (11%)	17 (3%)	2 (<1%)	3
	H	173 (62%)	47 (17%)	45 (16%)	13 (5%)	2 (<1%)	1
	NH	251 (75%)	52 (16%)	27 (8%)	4 (1%)	0 (0%)	2
b. Aware vs. unaware of needs	Total	317 (50%)	173 (27%)	95 (15%)	42 (7%)	10 (2%)	3
	H	119 (42%)	71 (25%)	53 (19%)	30 (11%)	7 (2%)	1
	NH	188 (56%)	92 (28%)	39 (12%)	12 (4%)	3 (1%)	2
	ED	83 (40%)	55 (26%)	41 (20%)	25 (12%)	6 (3%)	0
c. Positive vs. negative motivation	Total	357 (56%)	144 (23%)	113 (18%)	19 (3%)	4 (1%)	3
	H	133 (48%)	65 (23%)	66 (24%)	13 (5%)	3 (1%)	1
	NH	213 (64%)	71 (21%)	44 (13%)	5 (1%)	1 (<1%)	2
	ED	97 (46%)	48 (23%)	51 (24%)	11 (5%)	3 (1%)	0
d. Positive vs. negative reinforcement	Total	365 (57%)	138 (22%)	108 (17%)	22 (3%)	4 (1%)	3
	H	140 (50%)	60 (21%)	63 (22%)	14 (5%)	3 (1%)	1
	NH	212 (63%)	72 (22%)	42 (13%)	7 (2%)	1 (<1%)	2
	ED	100 (48%)	46 (22%)	49 (23%)	12 (6%)	3 (1%)	0

(continued)

APPENDIX B-1 (continued)

	Sample	Ratings					
		5	4	3	2	1	Blank
e. Competent vs. incompetent	Total	377 (59%)	132 (21%)	112 (18%)	13 (2%)	3 (<1%)	3
	H	142 (51%)	57 (20%)	69 (25%)	9 (3%)	3 (1%)	1
	NH	221 (66%)	70 (21%)	39 (12%)	4 (1%)	0 (0%)	2
Parent relationship with teacher							
a. Friendly vs. unfriendly	Total	495 (78%)	72 (11%)	63 (10%)	7 (1%)	0 (0%)	3
	H	205 (73%)	32 (11%)	40 (14%)	3 (1%)	0 (0%)	1
	NH	272 (81%)	35 (10%)	23 (7%)	4 (1%)	0 (0%)	2
b. Cooperative vs. uncooperative	Total	492 (77%)	67 (11%)	72 (11%)	5 (1%)	1 (<1%)	3
	H	207 (74%)	26 (9%)	41 (15%)	5 (2%)	1 (<1%)	1
	NH	268 (80%)	37 (11%)	29 (9%)	0 (0%)	0 (0%)	2
c. At ease vs. ill at ease	Total	425 (67%)	110 (17%)	87 (14%)	13 (2%)	2 (<1%)	3
	H	171 (61%)	47 (17%)	53 (19%)	7 (2%)	2 (<1%)	1
	NH	240 (72%)	56 (17%)	32 (10%)	6 (2%)	0 (0%)	2
Child's relationship with teacher							
a. Outgoing vs. shy	Total	278 (43%)	171 (27%)	97 (15%)	55 (9%)	39 (6%)	0
	H	108 (38%)	59 (21%)	58 (21%)	30 (11%)	26 (9%)	0
	NH	158 (47%)	104 (31%)	37 (11%)	24 (7%)	13 (4%)	0
b. Cooperative vs. uncooperative	Total	375 (59%)	143 (22%)	73 (11%)	31 (5%)	18 (3%)	0
	H	142 (51%)	62 (22%)	41 (15%)	22 (8%)	14 (5%)	0
	NH	220 (65%)	74 (22%)	29 (9%)	9 (3%)	4 (1%)	0
c. Talkative vs. hesitant	Total	271 (42%)	157 (25%)	123 (19%)	59 (9%)	30 (5%)	0
	H	107 (38%)	59 (21%)	59 (21%)	36 (13%)	20 (7%)	0
	NH	153 (46%)	91 (3%)	61 (18%)	22 (7%)	9 (3%)	0

(continued)

APPENDIX B-1 (continued)

	Sample	Ratings					
		5	4	3	2	1	Blank
Child's response to learning activities							
a. Interested vs. disinterested	Total	412 (64%)	142 (22%)	68 (11%)	10 (2%)	8 (1%)	0
	H	156 (56%)	67 (24%)	44 (16%)	9 (3%)	5 (2%)	0
	NH	239 (71%)	71 (21%)	22 (7%)	1 (<1%)	3 (1%)	0
b. Attentive vs. distracted	Total	370 (58%)	150 (23%)	79 (12%)	28 (4%)	13 (2%)	0
	H	132 (47%)	67 (24%)	51 (18%)	20 (7%)	11 (4%)	0
	NH	223 (66%)	78 (23%)	25 (7%)	8 (2%)	2 (1%)	0
c. Attained all vs. none of the objectives	Total	309 (48%)	171 (27%)	124 (19%)	24 (4%)	12 (2%)	0
	H	112 (40%)	71 (25%)	68 (24%)	22 (8%)	8 (3%)	0
	NH	185 (55%)	94 (28%)	51 (15%)	2 (1%)	4 (1%)	0
Child's attitude toward Saturday School	Total	402 (63%)	119 (19%)	85 (13%)	19 (3%)	15 (2%)	0
	H	150 (53%)	52 (19%)	53 (19%)	13 (5%)	13 (5%)	0
	NH	238 (71%)	62 (18%)	28 (8%)	6 (2%)	2 (1%)	0

Indications of parent follow-up of Sat. School or previous visit		Two or more samples	One	None	Blank
a. Displayed child's work	Total	164 (26%)	186 (29%)	288 (45%)	2
	H	74 (26%)	74 (26%)	133 (47%)	0
	NH	83 (25%)	107 (32%)	144 (43%)	2

(continued)

APPENDIX B-1 (continued)

	Sample	Ratings			
		Several	One	None	Blank
b. Used materials or activities suggested	Total	163 (26%)	183 (29%)	292 (46%)	2
	H	78 (28%)	82 (29%)	121 (43%)	0
	NH	77 (23%)	97 (29%)	160 (48%)	2
c. Initiated teaching new or related activities	Total	120 (19%)	160 (25%)	357 (56%)	3
	H	54 (19%)	62 (22%)	164 (59%)	1
	NH	61 (18%)	90 (27%)	183 (55%)	2

* Total represents 640 pupils evaluated twice

H represents 281 pupils rated twice who were identified as having special problems or handicaps both at the beginning and end of the program year

NH represents 336 pupils rated twice who were identified as having no handicap both initially and finally

ED represents 210 parents of pupils rated twice who were identified as having emotional problems both initially and finally

** Numbers above colums each refer to a point on a five-point scale measuring a presumably continuous dimension.

APPENDIX B-2

Final Teacher Ratings of PCEE Pupils and Parents on the Items of the Home Teaching Report During Spring, 1972 (N = 640)

	Sample*	Ratings**					
		5	4	3	2	1	Blank
Conditions affecting visit							
a. Parent ready vs. not ready for work	Total	582 (91%)	14 (2%)	14 (2%)	6 (1%)	22 (3%)	2
	H	250 (89%)	8 (3%)	9 (3%)	4 (1%)	10 (4%)	0
	NH	311 (93%)	6 (2%)	5 (1%)	2 (1%)	10 (3%)	2
b. Child ready vs. not ready for work	Total	580 (91%)	31 (5%)	12 (2%)	2 (<1%)	13 (2%)	2
	H	246 (88%)	17 (6%)	11 (4%)	1 (<1%)	6 (2%)	0
	NH	312 (93%)	14 (4%)	1 (<1%)	1 (<1%)	6 (2%)	2
c. Place prepared for teacher to work	Total	592 (93%)	14 (2%)	17 (3%)	3 (<1%)	12 (2%)	2
	H	253 (90%)	7 (2%)	11 (4%)	3 (1%)	7 (2%)	0
	NH	318 (95%)	7 (2%)	5 (1%)	0 (0%)	4 (1%)	2
Parent Partic.							
a. Observed 100% vs. 0% of time	Total	554 (87%)	31 (5%)	24 (4%)	11 (2%)	19 (3%)	1
	H	239 (85%)	14 (5%)	11 (4%)	7 (2%)	10 (4%)	0
	NH	294 (88%)	17 (5%)	13 (4%)	3 (1%)	8 (2%)	1
b. Participated 100% vs. 0% of time	Total	434 (68%)	79 (12%)	75 (12%)	25 (4%)	26 (4%)	1
	H	184 (65%)	33 (12%)	32 (11%)	18 (6%)	14 (5%)	0
	NH	231 (69%)	46 (14%)	41 (12%)	6 (2%)	11 (3%)	1
Parent attitude toward teaching session							
a. Positive vs. negative	Total	526 (83%)	79 (12%)	25 (4%)	1 (<1%)	6 (1%)	3
	H	224 (80%)	37 (13%)	16 (6%)	1 (<1%)	2 (1%)	1
	NH	284 (85%)	39 (12%)	7 (2%)	0 (0%)	4 (1%)	2

(continued)

APPENDIX B-2 (continued)

	Sample	Ratings					
		5	4	3	2	1	Blank
b. Interested vs. disinterested	Total	520 (82%)	77 (12%)	32 (5%)	1 (<1%)	7 (1%)	3
	H	221 (79%)	37 (13%)	19 (7%)	0 (0%)	3 (1%)	1
	NH	282 (84%)	36 (11%)	11 (3%)	1 (<1%)	4 (1%)	2
c. Self-confident vs. lacking self-confidence	Total	475 (75%)	103 (16%)	47 (7%)	5 (1%)	7 (1%)	3
	H	195 (70%)	52 (19%)	26 (9%)	5 (2%)	2 (1%)	1
	NH	263 (79%)	47 (14%)	19 (6%)	0 (0%)	5 (1%)	2
Parent Interaction with child							
a. Accepting vs. rejecting	Total	469 (74%)	121 (19%)	37 (6%)	7 (1%)	3 (<1%)	3
	H	187 (67%)	68 (24%)	18 (6%)	6 (2%)	1 (<1%)	1
	NH	264 (79%)	51 (15%)	16 (5%)	1 (<1%)	2 (1%)	2
b. Aware vs. unaware of needs	Total	389 (61%)	165 (26%)	65 (10%)	12 (2%)	6 (1%)	3
	H	148 (53%)	80 (29%)	42 (15%)	7 (2%)	3 (1%)	1
	NH	225 (67%)	81 (24%)	20 (6%)	5 (1%)	3 (1%)	2
	ED	111 (53%)	61 (29%)	30 (14%)	5 (2%)	3 (1%)	0
c. Positive vs. negative motivation	Total	415 (65%)	151 (24%)	59 (9%)	7 (1%)	5 (1%)	3
	H	164 (59%)	79 (28%)	29 (10%)	6 (2%)	2 (1%)	1
	NH	234 (70%)	69 (21%)	27 (8%)	1 (<1%)	3 (1%)	2
	ED	122 (58%)	60 (29%)	21 (10%)	5 (2%)	2 (1%)	0
d. Positive vs. negative reinforcement	Total	410 (64%)	156 (24%)	57 (9%)	9 (1%)	5 (1%)	3
	H	161 (58%)	80 (29%)	30 (11%)	7 (2%)	2 (1%)	1
	NH	232 (69%)	73 (22%)	24 (7%)	2 (1%)	3 (1%)	2
	ED	121 (58%)	61 (29%)	20 (10%)	6 (3%)	2 (1%)	0

(continued)

APPENDIX B-2 (continued)

	Sample	Ratings					
		5	4	3	2	1	Blank
e. Competent vs. incompetent	Total	460 (72%)	117 (18%)	48 (8%)	8 (1%)	4 (1%)	3
	H	186 (66%)	62 (22%)	26 (9%)	5 (2%)	1 (<1%)	1
	NH	257 (77%)	53 (16%)	19 (6%)	2 (1%)	3 (1%)	2
Parent relationship with teacher							
a. Friendly vs. unfriendly	Total	553 (87%)	63 (10%)	17 (3%)	2 (<1%)	2 (<1%)	3
	H	235 (84%)	35 (12%)	8 (3%)	1 (<1%)	1 (<1%)	1
	NH	300 (90%)	25 (7%)	7 (2%)	1 (<1%)	1 (<1%)	2
b. Cooperative vs. uncooperative	Total	529 (83%)	79 (12%)	24 (4%)	2 (<1%)	3 (<1%)	3
	H	224 (80%)	39 (14%)	14 (5%)	1 (<1%)	2 (1%)	1
	NH	287 (86%)	37 (11%)	8 (2%)	1 (<1%)	1 (<1%)	2
c. At ease vs. ill at ease	Total	506 (79%)	97 (15%)	28 (4%)	3 (<1%)	3 (<1%)	3
	H	207 (74%)	56 (20%)	13 (5%)	2 (1%)	2 (1%)	1
	NH	281 (84%)	38 (11%)	13 (4%)	1 (<1%)	1 (<1%)	2
Child's relationship with teacher							
a. Outgoing vs. shy	Total	419 (65%)	147 (23%)	54 (8%)	8 (1%)	12 (2%)	0
	H	157 (56%)	77 (27%)	32 (11%)	6 (2%)	9 (3%)	0
	NH	246 (73%)	66 (20%)	19 (6%)	2 (1%)	3 (1%)	0
b. Cooperative vs. uncooperative	Total	462 (72%)	121 (19%)	47 (7%)	7 (1%)	3 (<1%)	0
	H	174 (62%)	72 (26%)	27 (10%)	6 (2%)	2 (1%)	0
	NH	271 (81%)	45 (13%)	18 (5%)	1 (<1%)	1 (<1%)	0
c. Talkative vs. hesitant	Total	405 (63%)	166 (26%)	51 (8%)	13 (2%)	5 (1%)	0
	H	156 (56%)	84 (30%)	28 (10%)	9 (3%)	4 (1%)	0
	NH	236 (70%)	74 (22%)	21 (6%)	4 (1%)	1 (<1%)	0

(continued)

APPENDIX B-2 (continued)

	Sample	Ratings					
		5	4	3	2	1	Blank
Child's response to learning activities							
a. Interested vs. disinterested	Total	525 (82%)	86 (13%)	24 (4%)	3 (<1%)	2 (<1%)	0
	H	215 (77%)	48 (17%)	15 (5%)	2 (1%)	1 (<1%)	0
	NH	291 (87%)	35 (10%)	8 (2%)	1 (<1%)	1 (<1%)	0
b. Attentive vs. distracted	Total	451 (70%)	135 (21%)	48 (8%)	3 (<1%)	3 (<1%)	0
	H	174 (62%)	74 (26%)	30 (11%)	2 (1%)	1 (<1%)	0
	NH	262 (78%)	55 (16%)	16 (5%)	1 (<1%)	2 (1%)	0
c. Attained all vs. none of the objectives	Total	450 (70%)	140 (22%)	41 (6%)	7 (1%)	2 (<1%)	0
	H	178 (63%)	73 (26%)	24 (9%)	5 (2%)	1 (<1%)	0
	NH	254 (76%)	63 (19%)	16 (5%)	2 (1%)	1 (<1%)	0
Child's attitude toward Saturday School	Total	520 (81%)	88 (14%)	25 (4%)	3 (<1%)	4 (1%)	0
	H	204 (73%)	53 (19%)	19 (7%)	3 (1%)	2 (1%)	0
	NH	296 (88%)	32 (10%)	6 (2%)	0 (0%)	2 (1%)	0
Indications of parent follow-up of Sat. School or previous visit		Two or more samples		One	None		Blank
a. Displayed child's work	Total	312 (49%)		199 (31%)	127 (20%)		2
	H	131 (47%)		87 (31%)	63 (22%)		0
	NH	171 (51%)		104 (31%)	59 (18%)		2

APPENDIX B-2 (continued)

	Sample	Ratings			
		Several	One	None	Blank
b. Used materials or activities suggested	Total	273 (43%)	236 (37%)	129 (20%)	2
	H	115 (41%)	105 (37%)	61 (22%)	0
	NH	149 (45%)	126 (38%)	59 (18%)	2
c. Initiated teaching new or related activities	Total	199 (31%)	186 (29%)	252 (40%)	3
	H	82 (29%)	78 (28%)	120 (43%)	1
	NH	110 (33%)	102 (31%)	122 (37%)	2

* Total represents 640 pupils evaluated twice.

H represents 281 pupils rated twice who were identified as having special problems or handicaps both at the beginning and end of the program year.

NH represents 336 pupils rated twice who were identified as having no handicap both initially and finally.

ED represents 210 pupils rated twice who were identified as having emotional problems both initially and finally.

**Numbers above columns each refer to a point on a five-point scale measuring a presumably continuous dimension.

APPENDIX C-1

Initial Teacher Ratings of Pupils' Self Esteem for the Total Sample (N = 649), Pupils Identified as Having Emotional Problems (N = 214), and Pupils Identified as Not Having Emotional Problems (N = 426)

Item		5 Always	4 Usually	3 Sometimes	2 Seldom	1 Never
1. Child adapts easily to new situations, feels comfortable in new settings, enters easily into new activities.	Total	48 (7%)	325 (50%)	152 (23%)	92 (14%)	32 (5%)
	ED	10 (5%)	83 (39%)	52 (24%)	49 (23%)	20 (9%)
	Not ED	37 (9%)	239 (56%)	96 (23%)	43 (10%)	11 (3%)
		1 Always	2 Usually	3 Sometimes	4 Seldom	5 Never
2. Child becomes upset by failures or other strong stresses as evidenced by such behaviors as pouting, whining, or withdrawing.	Total	19 (3%)	84 (13%)	171 (26%)	295 (45%)	80 (12%)
	ED	12 (6%)	42 (20%)	70 (33%)	75 (35%)	15 (7%)
	Not ED	6 (1%)	41 (10%)	96 (23%)	219 (51%)	64 (15%)

(continued)

APPENDIX C-1 (continued)

Item		1 Always	2 Usually	3 Sometimes	4 Seldom	5 Never
3. Child seeks much support and reassurance from his peers or the teacher, as is evidenced by seeking their nearness or frequent inquiries as to whether he is doing well.	Total	29 (4%)	81 (12%)	163 (25%)	308 (47%)	68 (10%)
	ED	18 (8%)	36 (17%)	61 (29%)	77 (36%)	22 (10%)
	Not ED	11 (3%)	45 (11%)	97 (23%)	228 (54%)	45 (11%)
		1 Always	2 Usually	3 Sometimes	4 Seldom	5 Never
4. Child continually seeks attention, as evidenced by such behaviors as speaking out of turn and making unnecessary noises.	Total	30 (5%)	59 (9%)	106 (16%)	299 (46%)	155 (24%)
	ED	21 (10%)	21 (10%)	38 (18%)	84 (39%)	50 (23%)
	Not ED	9 (2%)	37 (9%)	67 (16%)	210 (49%)	103 (24%)
		5 Very Strong	4 Strong	3 Medium	2 Mild	1 Weak
5. Extent to which child shows a sense of self-esteem, self-respect, and appreciation of his own worthiness.	Total	40 (6%)	214 (33%)	255 (39%)	101 (16%)	39 (6%)
	ED	9 (4%)	45 (21%)	87 (41%)	51 (24%)	22 (10%)
	Not ED	30 (7%)	169 (40%)	162 (38%)	49 (12%)	16 (4%)

APPENDIX C-2

Final Teacher Ratings of Pupils' Self Esteem for the Total Sample (N = 649)
Pupils Identified as Having Emotional Problems (N = 214), and
Pupils Identified as Not Having Emotional Problems (N = 426)*
May, 1973

Item		5 Always	4 Usually	3 Sometimes	2 Seldom	1 Never
1. Child adapts easily to new situations, feels comfortable in new settings, enters easily into new activities.	Total	59 (9%)	344 (53%)	170 (26%)	68 (10%)	8 (1%)
	ED	13 (6%)	99 (46%)	61 (29%)	38 (18%)	3 (1%)
	Not ED	43 (10%)	242 (57%)	107 (25%)	29 (7%)	5 (1%)
		1 Always	2 Usually	3 Sometimes	4 Seldom	5 Never
2. Child becomes upset by failures or other strong stresses as evidenced by such behaviors as pouting, whining, or withdrawing.	Total	16 (2%)	88 (14%)	202 (31%)	249 (38%)	94 (14%)
	ED	8 (4%)	38 (18%)	79 (37%)	70 (33%)	19 (9%)
	Not ED	8 (2%)	48 (11%)	121 (28%)	175 (41%)	74 (17%)

(continued)

APPENDIX C-2 (continued)

Item		1 Always	2 Usually	3 Sometimes	4 Seldom	5 Never
3. Child seeks much support and reassurance from his peers or the teacher, as is evidenced by seeking their nearness or frequent inquiries as to whether he is doing well.	Total	18 (3%)	92 (14%)	137 (21%)	321 (49%)	81 (12%)
	ED	12 (6%)	35 (16%)	56 (26%)	89 (42%)	22 (10%)
	Not ED	6 (1%)	57 (13%)	77 (18%)	229 (54%)	57 (13%)
		1 Always	2 Usually	3 Sometimes	4 Seldom	5 Never
4. Child continually seeks attention, as evidenced by such behaviors as speaking out of turn and making unnecessary noises.	Total	30 (5%)	54 (8%)	123 (19%)	273 (42%)	169 (26%)
	ED	15 (7%)	19 (9%)	46 (22%)	77 (36%)	57 (27%)
	Not ED	15 (4%)	35 (8%)	75 (18%)	193 (45%)	108 (25%)
		5 Very Strong	4 Strong	3 Medium	2 Mild	1 Weak
5. Extent to which child shows a sense of self-esteem, self-respect, and appreciation of his own worthiness.	Total	79 (12%)	253 (39%)	210 (32%)	89 (14%)	18 (3%)
	ED	20 (9%)	72 (34%)	74 (35%)	40 (19%)	8 (4%)
	Not ED	57 (13%)	178 (42%)	134 (31%)	48 (11%)	9 (2%)

*The N's used in these analyses are complicated by the fact that nine pupils were initially misclassified as either ED or not ED. These nine pupils are incorporated only in the Total Sample and not in either of the subsamples reported.

APPENDIX C-3

Results of Analyses of Variance and Duncan's Multiple Range Tests with Extension for Unequal Replications for Entering Kindergarten Pupils (1972) on "The Self Esteem Scale" and on "The Kindergarten School Adjustment Scale"

Item	F	Group[1]	$\overline{X}$ and Duncan's Results[2]	Standard Deviation
SELF ESTEEM SCALE				
1. Child adapts easily to new situations, feels confortable in new settings, enters easily into new activities	1.90 n.s.	PCEE	3.79	.86
		P-S	3.78	.95
		Control	3.68	.93
2. Child becomes upset by failure or other strong stress	<1 n.s.	PCEE	3.86	.94
		P-S	3.88	.86
		Control	3.85	.96
3. Child seeks much support and reassurance from his peers or the teacher	1.24 n.s.	PCEE	3.73	.98
		P-S	3.72	.99
		Control	3.62	1.03
4. Child continually seeks attention	4.60 p<.025	PCEE	4.01	1.01
		P-S	3.76 a,b	1.15
		Control	3.94	1.09
5. Extent to which child shows a sense of self esteem	4.78 p<.01	PCEE	3.42	.96
		P-S	3.56 c,d	1.00
		Control	3.29	.97
KINDERGARTEN SCHOOL ADJUSTMENT SCALE				
1. Relationships with peers in kindergarten	2.82 n.s.	PCEE	4.05	.92
		P-S	3.94	1.01
		Control	3.91	.98
2. Relationships with kindergarten school teachers	1.54 n.s.	PCEE	4.10	.96
		P-S	3.98	.97
		Control	4.02	.93

(Cont'd.)

APPENDIX C-3 (Cont'd.)

Item	F	Group[1]	$\overline{X}$ and Duncan's Results[2]	Standard Deviation
3. Creative use of individual activities	<1 n.s.	PCEE	3.98	.92
		P-S	3.93	.96
		Control	3.90	.93
4. Signs of behavioral immaturity	<1 n.s.	PCEE	4.17	.96
		P-S	4.15	1.02
		Control	4.15	.98
5. Signs of behavioral eccentricity	<1 n.s.	PCEE	4.13	1.02
		P-S	4.07	1.02
		Control	4.11	1.07

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[1] Entering kindergarteners were identified as belonging to one of three groups: PCEE = pupils who had participated in the first project year program (N=679); pupils with preschool experience (N=200); and, Control = pupils with no preschool experience of any kind (N=306).

[2] Results of the Duncan's Multiple Range Tests are given using the following codes:

a = the PCEE mean was statistically significantly higher than the preschool group mean.
b = the PCEE mean was statistically significantly higher than the control group mean.
c = the Preschool mean was statistically significantly higher than the PCEE group mean.
d = the Preschool mean was statistically significantly higher than the control group mean.
e = the Control group mean was statistically significantly higher than the PCEE group mean.
f = the Control group mean was statistically significantly higher than the preschool group mean.

APPENDIX D-1

Parent Ratings of PCEE Pupils' Behavior (N = 625) at the Time of Entry into the PCEE Program (1971) and at the Time of Entry into Kindergarten (1972)

			2 Regularly	1 Sometimes	0 Not Yet	Blank
1.	Child snaps, buttons, and zips clothing	1971	312 (50%)	287 (46%)	25 (4%)	1
		1972	485 (82%)	104 (18%)	3 (1%)	33
2.	Child goes to the toilet by himself	1971	578 (93%)	43 (7%)	3 (<1%)	1
		1972	577 (97%)	16 (3%)	1 (<1%)	31
3.	Child takes good care of things he uses	1971	284 (46%)	318 (51%)	22 (4%)	1
		1972	365 (62%)	224 (38%)	2 (<1%)	34
4.	Child pays attention and concentrates well	1971	220 (35%)	387 (62%)	17 (3%)	1
		1972	254 (43%)	329 (56%)	6 (1%)	36
5.	Child follows simple directions without reminding	1971	255 (41%)	358 (57%)	11 (2%)	1
		1972	302 (51%)	287 (48%)	4 (1%)	32
6.	Child tells what he wants or needs	1971	583 (93%)	40 (7%)	1 (<1%)	1
		1972	544 (92%)	50 (8%)	0 (0%)	31
7.	Child takes turns and shares	1971	292 (47%)	327 (52%)	5 (1%)	1
		1972	362 (61%)	230 (39%)	2 (<1%)	31
8.	Child remembers rules of games he plays	1971	207 (33%)	353 (57%)	64 (10%)	1
		1972	335 (57%)	241 (41%)	12 (2%)	37
9.	Child prefers to play alone	1971	16 (3%)	487 (78%)	121 (19%)	1
		1972	14 (2%)	432 (75%)	128 (22%)	51
10.	Child plays with a few other children	1971	351 (56%)	264 (42%)	8 (1%)	2
		1972	338 (59%)	235 (41%)	3 (1%)	49
11.	Child plays with many children	1971	184 (29%)	354 (57%)	86 (14%)	1
		1972	221 (38%)	324 (56%)	37 (6%)	43
12.	Child helps with simple household jobs	1971	331 (53%)	278 (45%)	15 (2%)	1
		1972	339 (57%)	249 (42%)	5 (1%)	32
13.	Child speaks in sentences of five or more words	1971	572 (92%)	47 (8%)	5 (1%)	1
		1972	573 (96%)	20 (3%)	1 (<1%)	31
14.	Child identifies six or more colors	1971	433 (69%)	104 (17%)	87 (14%)	1
		1972	559 (95%)	23 (4%)	7 (1%)	36
15.	Child recites rhymes, sings songs	1971	351 (56%)	219 (35%)	54 (9%)	1
		1972	427 (72%)	151 (26%)	12 (2%)	35

(cont'd.)

APPENDIX D-1 (cont'd.)

			2 Regularly	1 Sometimes	0 Not Yet	Blank
16.	Child tells how things are alike or different	1971	314 (50%)	266 (43%)	44 (7%)	1
		1972	438 (74%)	148 (25%)	4 (1%)	35
17.	Child identifies a few letters of the alphabet	1971	313 (50%)	173 (28%)	138 (22%)	1
		1972	471 (82%)	83 (14%)	19 (3%)	52
18.	Child identifies many letters of the alphabet.	1971	208 (33%)	100 (16%)	316 (51%)	1
		1972	380 (65%)	84 (14%)	117 (20%)	44
19.	Child prints his first name correctly	1971	139 (22%)	105 (17%)	380 (61%)	1
		1972	421 (71%)	122 (21%)	47 (8%)	35
20.	Child tells his whole name	1971	472 (76%)	105 (17%)	47 (8%)	1
		1972	567 (97%)	16 (3%)	4 (1%)	38
21.	Child tells his address	1971	136 (22%)	193 (31%)	295 (47%)	1
		1972	345 (60%)	156 (27%)	76 (13%)	48
22.	Child tells his telephone number	1971	60 (10%)	74 (12%)	490 (79%)	1
		1972	259 (45%)	115 (20%)	202 (35%)	49
23.	Child counts from 1 to 10 or beyond	1971	466 (75%)	99 (16%)	59 (9%)	1
		1972	559 (95%)	25 (4%)	7 (1%)	34
24.	Child can ride a tricycle or bicycle	1971	611 (98%)	10 (2%)	5 (1%)	1
		1972	579 (98%)	7 (1%)	5 (1%)	34
25.	Child runs, hops, and jumps	1971	601 (96%)	23 (4%)	0 (0%)	1
		1972	578 (98%)	13 (22%)	1 (<1%)	33
26.	Child claps or marches in time to music	1971	398 (64%)	196 (31%)	30 (5%)	1
		1972	450 (76%)	129 (22%)	11 (2%)	35
27.	Child uses scissors with control	1971	214 (34%)	289 (46%)	121 (19%)	1
		1972	391 (66%)	183 (31%)	15 (3%)	36

			2 Often	1 Once in a While	0 Not at All	Blank
28.	Child has trouble with eating	1971	75 (12%)	278 (45%)	270 (43%)	2
		1972	52 (9%)	223 (39%)	304 (53%)	46
29.	Child has trouble with sleeping	1971	23 (4%)	145 (23%)	454 (73%)	3
		1972	11 (2%)	93 (16%)	468 (82%)	53

(cont'd.)

APPENDIX D-1 (cont'd.)

			2 Often	1 Once in a While	0 Not at All	Blank
30.	Child has trouble with stomach irregularities	1971	7 (1%)	111 (18%)	504 (81%)	3
		1972	3 (1%)	103 (18%)	474 (82%)	45
31.	Child has trouble getting along with children	1971	106 (17%)	297 (48%)	219 (35%)	3
		1972	56 (10%)	228 (40%)	293 (51%)	48
32.	Child has trouble getting along with adults	1971	114 (18%)	173 (28%)	335 (54%)	3
		1972	60 (10%)	120 (21%)	395 (69%)	50
33.	Child has trouble with unusual fears	1971	17 (3%)	219 (35%)	386 (62%)	3
		1972	10 (2%)	130 (22%)	440 (76%)	45
34.	Child has trouble with nervousness	1971	12 (2%)	176 (28%)	434 (70%)	3
		1972	7 (1%)	137 (24%)	435 (75%)	46
35.	Child has trouble with thumbsucking	1971	86 (14%)	59 (9%)	478 (77%)	2
		1972	51 (9%)	54 (9%)	475 (82%)	45
36.	Child has trouble with overactivity	1971	55 (9%)	198 (32%)	369 (59%)	3
		1972	22 (4%)	136 (24%)	420 (73%)	47
37.	Child has trouble with daydreaming	1971	9 (1%)	185 (30%)	429 (69%)	2
		1972	3 (1%)	146 (25%)	429 (74%)	47
38.	Child has trouble with temper tantrums	1971	28 (4%)	328 (53%)	267 (43%)	2
		1972	13 (2%)	230 (40%)	338 (58%)	44
39.	Child has trouble with crying	1971	38 (6%)	403 (65%)	182 (29%)	2
		1972	29 (5%)	312 (54%)	242 (42%)	42
40.	Child has trouble with lying	1971	11 (2%)	280 (45%)	332 (53%)	2
		1972	7 (1%)	235 (41%)	337 (58%)	46
41.	Child has trouble with tearing or breaking things	1971	6 (1%)	251 (40%)	365 (59%)	3
		1972	1 (<1%)	122 (21%)	456 (79%)	46
42.	Child has trouble with wetting	1971	43 (7%)	129 (21%)	451 (72%)	2
		1972	25 (4%)	72 (12%)	483 (83%)	45
43.	Child has trouble with speech	1971	50 (8%)	165 (27%)	407 (65%)	3
		1972	29 (5%)	73 (13%)	474 (82%)	49

(cont'd.)

APPENDIX D-1 (cont'd.)

			2 Regularly	1 Sometimes	0 Not Yet	Blank
44.	Child is read to	1971	360 (58%)	252 (40%)	11 (2%)	2
		1972	333 (57%)	248 (42%)	6 (1%)	38
45.	Child goes to library	1971	240 (39%)	183 (29%)	199 (32%)	3
		1972	160 (27%)	272 (46%)	158 (27%)	35
46.	Child watches Sesame Street	1971	335 (54%)	241 (39%)	46 (7%)	3
		1972	339 (58%)	222 (38%)	28 (5%)	36
47.	Child takes trips outside the community	1971	385 (62%)	220 (35%)	17 (3%)	3
		1972	335 (57%)	239 (41%)	15 (3%)	36

APPENDIX D-2

Initial Parent Ratings of Pupils' Behavior on the Items of "My Preschool Child" Made Prior to Entry into the PCEE Program in the Fall, 1972

Item		2 Regularly	1 Sometimes	0 Not Yet	Blank
1. Child dresses himself	Total*	428 (61%)	253 (36%)	15 (2%)	14
	H	184 (58%)	123 (38%)	13 (4%)	5
	NH	244 (65%)	130 (35%)	2 (1%)	9
2. Child buttons, snaps, and zips his clothing	Total	358 (51%)	307 (44%)	31 (4%)	14
	H	146 (46%)	154 (48%)	20 (6%)	5
	NH	212 (56%)	153 (41%)	11 (3%)	9
3. Child goes to the toilet by himself	Total	653 (94%)	42 (6%)	1 (<1%)	14
	H	294 (92%)	25 (8%)	1 (<1%)	5
	NH	359 (95%)	17 (5%)	0 (0%)	9
4. Child pays attention and concentrates well	Total	261 (38%)	425 (61%)	10 (1%)	14
	H	91 (28%)	222 (69%)	7 (2%)	5
	NH	170 (45%)	203 (54%)	3 (1%)	9
5. Child follows simple directions without reminding	Total	277 (40%)	408 (59%)	10 (1%)	15
	H	108 (34%)	204 (64%)	8 (2%)	5
	NH	169 (45%)	204 (54%)	2 (1%)	10
6. Child tells what he wants or needs	Total	646 (93%)	46 (7%)	4 (1%)	14
	H	292 (91%)	25 (8%)	3 (1%)	5
	NH	354 (94%)	21 (6%)	1 (<1%)	9
7. Child helps with simple household jobs	Total	343 (49%)	345 (50%)	7 (1%)	15
	H	148 (46%)	168 (52%)	3 (1%)	6
	NH	195 (52%)	177 (47%)	4 (1%)	9
8. Child takes turns and shares with other children	Total	311 (45%)	382 (55%)	3 (<1%)	14
	H	117 (37%)	200 (62%)	3 (1%)	5
	NH	194 (52%)	182 (48%)	0 (0%)	9
9. Child takes good care of things he uses	Total	311 (45%)	357 (51%)	28 (4%)	14
	H	124 (39%)	174 (54%)	22 (7%)	5
	NH	187 (50%)	183 (48%)	6 (2%)	9
10. Child prefers to play alone	Total	28 (4%)	522 (75%)	145 (21%)	15
	H	19 (6%)	232 (72%)	69 (22%)	5
	NH	9 (2%)	290 (77%)	76 (20%)	10

Continued

APPENDIX D-2 (Continued)

	Item		2 Regularly	1 Sometimes	0 Not Yet	Blank
11.	Child plays with a few children	Total	399 (57%)	286 (41%)	11 (2%)	14
		H	182 (57%)	131 (41%)	7 (2%)	5
		NH	217 (58%)	155 (41%)	4 (1%)	9
12.	Child plays with many children	Total	215 (31%)	386 (55%)	95 (14%)	14
		H	102 (32%)	174 (54%)	44 (14%)	5
		NH	113 (30%)	212 (56%)	51 (14%)	9
13.	Child remembers rules of games he plays	Total	242 (35%)	385 (55%)	69 (10%)	14
		H	88 (28%)	183 (57%)	49 (15%)	5
		NH	154 (41%)	202 (54%)	20 (5%)	9
14.	Child speaks in sentences of five words or more	Total	654 (94%)	37 (5%)	5 (1%)	14
		H	291 (91%)	24 (8%)	5 (2%)	5
		NH	363 (97%)	13 (3%)	0 (0%)	9
15.	Child tells a simple story	Total	428 (61%)	214 (31%)	54 (8%)	14
		H	170 (53%)	111 (35%)	39 (12%)	5
		NH	258 (69%)	103 (27%)	15 (4%)	9
16.	Child identifies six or more colors	Total	484 (69%)	122 (18%)	91 (13%)	13
		H	196 (61%)	68 (21%)	57 (18%)	4
		NH	288 (77%)	54 (14%)	34 (9%)	9
17.	Child recites rhymes, sings songs	Total	375 (54%)	276 (40%)	46 (7%)	13
		H	139 (43%)	151 (47%)	31 (10%)	4
		NH	236 (63%)	125 (33%)	15 (4%)	9
18.	Child tells how things are alike or different	Total	367 (53%)	288 (41%)	42 (6%)	13
		H	149 (46%)	140 (44%)	32 (10%)	9
		NH	218 (58%)	148 (39%)	10 (3%)	4
19.	Child identifies a few letters of the alphabet	Total	398 (57%)	187 (27%)	112 (16%)	13
		H	156 (49%)	95 (30%)	70 (22%)	4
		NH	242 (64%)	92 (24%)	42 (11%)	9
20.	Child identifies many letters of the alphabet	Total	248 (36%)	138 (20%)	311 (45%)	13
		H	96 (30%)	59 (18%)	166 (52%)	4
		NH	152 (40%)	79 (21%)	145 (39%)	9
21.	Child prints his first name correctly	Total	187 (27%)	114 (16%)	396 (57%)	13
		H	66 (21%)	48 (15%)	207 (64%)	4
		NH	121 (32%)	66 (18%)	189 (50%)	9
22.	Child tells his whole name	Total	548 (79%)	100 (14%)	49 (7%)	13
		H	233 (73%)	58 (18%)	30 (9%)	4
		NH	315 (84%)	42 (11%)	19 (5%)	9

Continued

APPENDIX D-2 (Continued)

			2	1	0	Blank
	Item		Regularly	Sometimes	Not Yet	
23.	Child tells his address	Total	173 (25%)	194 (28%)	330 (47%)	13
		H	77 (24%)	72 (22%)	172 (54%)	4
		NH	96 (26%)	122 (32%)	158 (42%)	9
24.	Child tells his telephone number	Total	89 (13%)	79 (11%)	529 (76%)	13
		H	33 (10%)	32 (10%)	256 (80%)	4
		NH	56 (15%)	47 (12%)	273 (73%)	9
25.	Child counts from one to ten or beyond	Total	531 (76%)	110 (16%)	56 (8%)	13
		H	221 (69%)	59 (18%)	41 (13%)	4
		NH	310 (82%)	51 (14%)	15 (4%)	9
26.	Child recognizes numerals 1 to 10	Total	269 (39%)	230 (33%)	198 (28%)	13
		H	107 (33%)	99 (31%)	115 (36%)	4
		NH	162 (43%)	131 (35%)	83 (22%)	9
27.	Child tells "how many" in a group of objects	Total	398 (57%)	244 (35%)	55 (8%)	13
		H	156 (49%)	127 (40%)	38 (12%)	4
		NH	242 (64%)	117 (31%)	17 (5%)	9
28.	Child identifies basic shapes: circle, square, triangle, rectangle	Total	288 (41%)	277 (40%)	132 (19%)	13
		H	111 (35%)	138 (43%)	72 (22%)	4
		NH	177 (47%)	139 (37%)	60 (16%)	9
29.	Child throws and catches a ball	Total	423 (61%)	259 (37%)	15 (2%)	13
		H	189 (59%)	121 (38%)	11 (3%)	4
		NH	234 (62%)	138 (37%)	4 (1%)	9
30.	Child can ride a tricycle or bicycle	Total	675 (97%)	19 (3%)	3 (<1%)	13
		H	308 (96%)	10 (3%)	3 (1%)	4
		NH	367 (98%)	9 (2%)	0 (0%)	9
31.	Child runs, hops, and jumps	Total	661 (95%)	33 (5%)	3 (<1%)	13
		H	296 (92%)	23 (7%)	2 (1%)	4
		NH	365 (97%)	10 (3%)	1 (<1%)	9
32.	Child claps or marches in time to music	Total	466 (67%)	198 (28%)	33 (5%)	13
		H	192 (60%)	108 (34%)	21 (7%)	4
		NH	274 (73%)	90 (24%)	12 (3%)	9
33.	Child uses crayons with control	Total	403 (58%)	232 (33%)	62 (9%)	13
		H	163 (51%)	114 (36%)	44 (14%)	4
		NH	240 (64%)	118 (31%)	18 (5%)	9
34.	Child uses scissors with control	Total	252 (36%)	294 (42%)	151 (22%)	13
		H	99 (31%)	124 (39%)	98 (31%)	4
		NH	153 (41%)	170 (45%)	53 (14%)	9

Continued

APPENDIX D-2 (Continued)

	Item		2 Regularly	1 Sometimes	0 Not Yet	Blank
35.	Child works a puzzle of 10 or more pieces	Total	378 (54%)	207 (30%)	112 (16%)	13
		H	153 (48%)	101 (31%)	67 (21%)	4
		NH	225 (60%)	106 (28%)	45 (12%)	9
36.	Child enjoys looking at books	Total	612 (88%)	81 (12%)	4 (1%)	13
		H	271 (84%)	46 (14%)	4 (1%)	4
		NH	341 (91%)	35 (9%)	0 (0%)	9
37.	Child listens to stories and music	Total	598 (86%)	95 (14%)	4 (1%)	13
		H	261 (81%)	57 (18%)	3 (1%)	4
		NH	337 (90%)	38 (10%)	1 (<1%)	9
38.	Child is read to	Total	428 (62%)	261 (38%)	5 (1%)	16
		H	184 (58%)	129 (41%)	5 (2%)	7
		NH	244 (65%)	132 (35%)	0 (0%)	9
39.	Child uses paint	Total	254 (36%)	290 (42%)	152 (22%)	14
		H	111 (35%)	132 (41%)	77 (24%)	5
		NH	143 (38%)	158 (42%)	75 (20%)	9
40.	Child uses playdoh or clay	Total	321 (46%)	326 (47%)	49 (7%)	14
		H	144 (45%)	142 (44%)	34 (11%)	5
		NH	177 (47%)	184 (49%)	15 (4%)	9
41.	Child uses scissors	Total	323 (46%)	290 (42%)	83 (12%)	14
		H	141 (44%)	124 (39%)	55 (17%)	5
		NH	182 (48%)	166 (44%)	28 (7%)	9
42.	Child uses crayons	Total	533 (77%)	156 (22%)	7 (1%)	14
		H	231 (72%)	82 (26%)	7 (2%)	5
		NH	302 (80%)	74 (20%)	0 (0%)	9
43.	Child has visited the zoo	Total	293 (42%)	373 (54%)	30 (4%)	14
		H	137 (43%)	166 (52%)	17 (5%)	5
		NH	156 (41%)	207 (55%)	13 (3%)	9
44.	Child has been to the library	Total	253 (36%)	230 (33%)	213 (31%)	14
		H	100 (31%)	101 (32%)	119 (37%)	5
		NH	153 (41%)	129 (34%)	94 (25%)	9
45.	Child has taken trips outside the community	Total	418 (60%)	246 (35%)	31 (4%)	15
		H	187 (58%)	112 (35%)	21 (7%)	5
		NH	231 (61%)	134 (36%)	10 (3%)	10
46.	Child attends or has attended Nursery School, Headstart, Sunday School	Total	298 (43%)	79 (11%)	319 (46%)	14
		H	123 (38%)	40 (12%)	157 (49%)	5
		NH	175 (47%)	39 (10%)	162 (43%)	9

Continued

APPENDIX D-2 (Continued)

	Item		2 Regularly	1 Sometimes	0 Not Yet	Blank
47.	Child watches Sesame Street	Total	396 (57%)	243 (35%)	57 (8%)	14
		H	166 (52%)	120 (38%)	34 (11%)	5
		NH	230 (61%)	123 (33%)	23 (6%)	9

			2 Often	1 Once in a while	0 Not at all	Blank
48.	Child has trouble with eating (too much or too little)	Total	81 (12%)	321 (46%)	295 (42%)	13
		H	37 (12%)	168 (52%)	116 (36%)	4
		NH	44 (12%)	153 (41%)	179 (48%)	9
		ED	32 (14%)	123 (53%)	78 (33%)	2
49.	Child has trouble with sleeping (too much or too little)	Total	21 (3%)	158 (23%)	518 (74%)	13
		H	19 (6%)	92 (29%)	210 (65%)	4
		NH	2 (1%)	66 (18%)	308 (82%)	9
		ED	19 (8%)	75 (32%)	139 (60%)	2
50.	Child has trouble with stomach irregularities	Total	9 (1%)	116 (17%)	572 (82%)	13
		H	6 (2%)	69 (21%)	246 (77%)	4
		NH	3 (1%)	47 (12%)	326 (87%)	9
		ED	5 (2%)	55 (24%)	173 (74%)	2
51.	Child has trouble with getting along with other children	Total	67 (10%)	341 (49%)	289 (41%)	13
		H	54 (17%)	175 (55%)	92 (29%)	4
		NH	13 (3%)	166 (44%)	197 (52%)	9
		ED	46 (20%)	139 (60%)	48 (21%)	2
52.	Child has trouble with getting along with adults	Total	73 (10%)	213 (31%)	411 (59%)	13
		H	61 (19%)	130 (40%)	130 (40%)	4
		NH	12 (3%)	83 (22%)	281 (75%)	9
		ED	50 (21%)	105 (45%)	78 (33%)	2
53.	Child has trouble with unusual fears	Total	25 (4%)	233 (33%)	439 (63%)	13
		H	17 (5%)	125 (39%)	179 (56%)	4
		NH	8 (2%)	108 (29%)	260 (69%)	9
		ED	16 (7%)	99 (42%)	118 (51%)	2
54.	Child has trouble with nervousness	Total	23 (3%)	178 (26%)	496 (71%)	13
		H	23 (7%)	98 (31%)	200 (62%)	4
		NH	0 (0%)	80 (21%)	296 (79%)	9
		ED	22 (9%)	81 (35%)	130 (56%)	2
55.	Child has trouble with thumbsucking	Total	89 (13%)	53 (8%)	555 (80%)	13
		H	55 (17%)	22 (7%)	244 (76%)	4
		NH	34 (9%)	31 (8%)	311 (83%)	9
		ED	49 (21%)	16 (7%)	168 (72%)	2

Continued

APPENDIX D-2 (Continued)

Item		2 Often	1 Once in a while	0 Not at all	Blank
56. Child has trouble with overactivity	Total	48 (7%)	192 (28%)	457 (66%)	13
	H	43 (13%)	99 (31%)	179 (56%)	4
	NH	5 (1%)	93 (25%)	278 (74%)	9
	ED	41 (18%)	78 (33%)	114 (49%)	2
57. Child has trouble with sex	Total	1 (<1%)	38 (5%)	658 (94%)	13
	H	1 (<1%)	27 (8%)	293 (91%)	4
	NH	0 (0%)	11 (3%)	365 (97%)	9
	ED	1 (1%)	22 (9%)	210 (90%)	2
58. Child has trouble with daydreaming	Total	9 (1%)	196 (28%)	492 (71%)	13
	H	6 (2%)	107 (33%)	208 (65%)	4
	NH	3 (1%)	89 (21%)	284 (76%)	9
	ED	5 (2%)	85 (36%)	143 (61%)	2
59. Child has trouble with temper tantrums	Total	32 (5%)	361 (52%)	304 (44%)	13
	H	27 (8%)	191 (60%)	103 (32%)	4
	NH	5 (1%)	170 (45%)	201 (53%)	9
	ED	27 (12%)	146 (63%)	60 (26%)	2
60. Child has trouble with crying	Total	44 (6%)	406 (58%)	247 (35%)	13
	H	33 (10%)	200 (62%)	88 (27%)	4
	NH	11 (3%)	206 (55%)	159 (42%)	9
	ED	32 (14%)	151 (65%)	50 (21%)	2
61. Child has trouble with [illegible]ing	Total	8 (1%)	287 (41%)	402 (58%)	13
	H	6 (2%)	152 (47%)	163 (51%)	4
	NH	2 (1%)	135 (36%)	239 (64%)	9
	ED	6 (3%)	120 (52%)	107 (46%)	2
62. Child has trouble with stealing	Total	2 (<1%)	30 (4%)	665 (95%)	13
	H	2 (1%)	21 (7%)	298 (93%)	4
	NH	0 (0%)	9 (2%)	367 (98%)	9
	ED	2 (1%)	17 (7%)	214 (92%)	2
63. Child has trouble with tearing and breaking things	Total	12 (2%)	244 (35%)	441 (67%)	13
	H	9 (3%)	148 (46%)	164 (51%)	4
	NH	3 (1%)	96 (26%)	277 (74%)	9
	ED	9 (4%)	111 (48%)	113 (48%)	2
64. Child has trouble with wetting	Total	41 (6%)	146 (21%)	509 (73%)	14
	H	37 (12%)	77 (24%)	207 (64%)	4
	NH	4 (1%)	69 (18%)	302 (80%)	10
	ED	36 (15%)	63 (27%)	134 (58%)	2
65. Child has trouble with speech	Total	72 (10%)	150 (22%)	475 (68%)	13
	H	52 (16%)	88 (27%)	181 (56%)	4
	NH	20 (5%)	62 (16%)	294 (78%)	9
	ED	38 (16%)	69 (30%)	126 (54%)	2

*Total represents 710 pupils evaluated.
H represents 325 pupils rated as having special problems or handicaps.
NH represents 385 pupils rated as having no handicap.
ED represents 235 pupils rated as having emotional problems.

APPENDIX E

Results of Analyses of Variance and Duncan's Multiple Range Tests with Extension for Unequal Replications for Entering Kindergarten Pupils (1972) on "Introducing My Kindergarten Child"

Variable	F		Group[1]	$\bar{X}$ and Duncan's Results[2]	Standard Deviation
Child dresses self: gloves	<1	n.s.	PCEE	1.76	.47
			P-S	1.78	.47
			Control	1.73	.50
Child dresses self: coat, jacket, or sweater	5.63	$p<.005$	PCEE	1.90	.32
			P-S	1.92 b,d	.29
			Control	1.82	.42
Child dresses self: boots	<1	n.s.	PCEE	1.59	.61
			P-S	1.59	.61
			Control	1.59	.62
Child buttons, snaps, and zips clothing	2.86	n.s.	PCEE	1.81	.40
			P-S	1.81	.41
			Control	1.74	.47
Child ties shoelaces or bows	1.61	n.s.	PCEE	1.17	.90
			P-S	1.28	.87
			Control	1.14	.90
Child goes to toilet by himself	<1	n.s.	PCEE	1.97	.18
			P-S	1.98	.12
			Control	1.98	.17
Child takes good care of things he uses	<1	n.s.	PCEE	1.61	.49
			P-S	1.57	.52
			Control	1.59	.52
Child pays attention and concentrates well	1.98	n.s.	PCEE	1.42	.52
			P-S	1.51	.53
			Control	1.42	.52
Child follows simple directions without reminding	<1	n.s.	PCEE	1.51	.51
			P-S	1.49	.54
			Control	1.48	.53
Child tells what he wants or needs	<1	n.s.	PCEE	1.91	.29
			P-S	1.90	.30
			Control	1.89	.33
Child takes turns and shares	<1	n.s.	PCEE	1.60	.50
			P-S	1.59	.50
			Control	1.61	.50

(Cont'd.)

APPENDIX E (Cont'd.)

Variable	F	Group[1]	$\bar{X}$ and Duncan's Results[2]	Standard Deviation
Child expresses feelings in acceptable ways	<1 n.s.	PCEE	1.63	.51
		P-S	1.58	.51
		Control	1.64	.50
Child shows leadership in organizing games	<1 n.s.	PCEE	1.16	.60
		P-S	1.23	.66
		Control	1.17	.62
Child remembers rules of games he plays	3.95 $p<.025$	PCEE	1.55	.54
		P-S	1.58 b,d	.58
		Control	1.45	.60
Child finishes a game even if he is losing	<1 n.s.	PCEE	1.39	.58
		P-S	1.40	.61
		Control	1.39	.60
Child prefers to play alone	<1 n.s.	PCEE	.81	.46
		P-S	.84	.46
		Control	.85	.46
Child plays with a few children	<1 n.s.	PCEE	1.58	.50
		P-S	1.60	.51
		Control	1.56	.53
Child plays with many children	<1 n.s.	PCEE	1.31	.59
		P-S	1.35	.58
		Control	1.31	.63
Child helps with simple household jobs	<1 n.s.	PCEE	1.55	.52
		P-S	1.51	.56
		Control	1.53	.52
Child finishes a task	<1 n.s.	PCEE	1.45	.53
		P-S	1.47	.53
		Control	1.44	.53
Child speaks in sentences of 5 or more words	3.31 $p<.05$	PCEE	1.96	.20
		P-S	2.00 c,d	.00
		Control	1.97	.22
Child recites rhymes, sings songs	10.55 $p<.005$	PCEE	1.70	.50
		P-S	1.81 b,c,d	.46
		Control	1.59	.56
Child identifies 6 or more colors	21.04 $p<.005$	PCEE	1.93	.29
		P-S	1.98 b,d	.14
		Control	1.80	.50

(Cont'd.)

APPENDIX E (Cont'd.)

Variable	F	Group^1	$\bar{X}$ and Duncan's Results^2	Standard Deviation
Child tells events of a story or experience	<1 n.s.	PCEE	1.82	.41
		P-S	1.81	.42
		Control	1.78	.46
Child tells his whole name	6.87 $p<.005$	PCEE	1.95	.24
		P-S	1.89 a,b	.38
		Control	1.88	.40
Child tells his address	3.00 n.s.	PCEE	1.46	.72
		P-S	1.39	.76
		Control	1.33	.77
Child tells his telephone number	<1 n.s.	PCEE	1.10	.89
		P-S	1.05	.92
		Control	.96	.91
Child tells how things are alike or different	3.96 $p<.025$	PCEE	1.73	.46
		P-S	1.78 d	.43
		Control	1.65	.55
Child identifies a few letters of the alphabet	8.48 $p<.005$	PCEE	1.79	.48
		P-S	1.81 b,d	.42
		Control	1.64	.62
Child identifies many letters	11.76 $p<.005$	PCEE	1.44	.81
		P-S	1.54 b,d	.73
		Control	1.19	.90
Child reads simple sentences	8.43 $p<.005$	PCEE	.23	.56
		P-S	.27 b,d	.60
		Control	.09	.31
Child counts from 1 to 10 or beyond	1.71 n.s.	PCEE	1.93	.30
		P-S	1.90	.39
		Control	1.89	.38
Child recognizes numerals 0 to 10	25.22 $p<.005$	PCEE	1.75	.53
		P-S	1.73 b,d	.57
		Control	1.44	.74
Child groups objects into sets of 0 to 10	17.59 $p<.005$	PCEE	1.62	.59
		P-S	1.56 b,d	.65
		Control	1.34	.78

(Cont'd.)

APPENDIX E (Cont'd.)

Variable	F	Group[1]	$\overline{X}$ and Duncan's Results[2]	Standard Deviation
Child runs, hops, and jumps	1.63 n.s.	PCEE	1.98	.16
		P-S	1.99	.10
		Control	1.96	.21
Child can ride a tricycle or bicycle	1.21 n.s.	PCEE	1.97	.21
		P-S	1.99	.07
		Control	1.98	.17
Child aims and catches a ball	1.47 n.s.	PCEE	1.65	.51
		P-S	1.58	.53
		Control	1.62	.52
Child claps or marches in time with music	1.16 n.s.	PCEE	1.75	.47
		P-S	1.74	.46
		Control	1.70	.55
Child skips	<1 n.s.	PCEE	1.57	.70
		P-S	1.58	.71
		Control	1.57	.70
Child works a puzzle of 12 or more pieces	10.95 $p<.005$	PCEE	1.70	.51
		P-S	1.66 b,d	.59
		Control	1.51	.66
Child uses crayons and paint with control	2.77 n.s.	PCEE	1.73	.48
		P-S	1.78	.46
		Control	1.68	.52
Child uses scissors with control	3.49 $p<.05$	PCEE	1.64	.53
		P-S	1.63 b,d	.58
		Control	1.53	.65
Child includes major body parts and features in drawing a person	12.29 $p<.005$	PCEE	1.61	.59
		P-S	1.59 b,d	.65
		Control	1.38	.73
Child prints his first name correctly	24.22 $p<.005$	PCEE	1.63	.64
		P-S	1.44 a,b,d	.75
		Control	1.28	.80
Child prints his whole name correctly	6.33 $p<.005$	PCEE	.79	.84
		P-S	.77 b,d	.82
		Control	.58	.76

(Cont'd.)

APPENDIX E (Cont'd)

Variable	F		Group[1]	$\overline{X}$ and Duncan's Results[2]	Standard Deviation
Child has had trouble with eating (too much or too little)	<1	n.s.	PCEE	.56	.65
			P-S	.51	.65
			Control	.59	.68
Child has had trouble with sleeping (too much or too little)	<1	n.s.	PCEE	.20	.45
			P-S	.21	.44
			Control	.24	.47
Child has had trouble with stomach irregularities	<1	n.s.	PCEE	.18	.41
			P-S	.21	.40
			Control	.22	.43
Child has had trouble getting along with children	2.22	n.s.	PCEE	.61	.68
			P-S	.56	.66
			Control	.69	.72
Child has had trouble getting along with adults	<1	n.s.	PCEE	.43	.70
			P-S	.42	.67
			Control	.50	.76
Child has had trouble with unusual fears	1.34	n.s.	PCEE	.27	.53
			P-S	.34	.52
			Control	.28	.49
Child has had trouble with nervousness	4.02	$p < .025$	PCEE	.26	.47
			P-S	.33 e	.56
			Control	.36	.56
Child has had trouble with thumbsucking	4.36	$p < .025$	PCEE	.27	.61
			P-S	.29 b,d	.66
			Control	.15	.46
Child has had trouble with overactivity	4.10	$p < .025$	PCEE	.31	.54
			P-S	.42 c,e	.60
			Control	.40	.63
Child has had trouble with daydreaming	<1	n.s.	PCEE	.26	.45
			P-S	.28	.49
			Control	.29	.49
Child has had trouble with temper tantrums	<1	n.s.	PCEE	.45	.54
			P-S	.41	.55
			Control	.46	.57

(Cont'd.)

APPENDIX E (Cont'd.)

Variable	F	Group[1]	$\bar{X}$ and Duncan's Results[2]	Standard Deviation
Child has had trouble with crying	<1 n.s.	PCEE	.64	.57
		P-S	.62	.59
		Control	.67	.53
Child has had trouble with lying	<1 n.s.	PCEE	.42	.52
		P-S	.44	.52
		Control	.40	.49
Child has had trouble with tearing or breaking things	1.54 n.s.	PCEE	.22	.42
		P-S	.24	.46
		Control	.28	.45
Child has had trouble with wetting	1.50 n.s.	PCEE	.21	.51
		P-S	.20	.46
		Control	.15	.41
Child has had trouble with speech	<1 n.s.	PCEE	.24	.54
		P-S	.23	.53
		Control	.29	.60
Child is read to	5.98 $p<.005$	PCEE	1.56	.52
		P-S	1.55 b,d	.51
		Control	1.43	.53
Child enjoys music	<1 n.s.	PCEE	1.78	.43
		P-S	1.76	.44
		Control	1.77	.45
Child goes to the library	14.89 $p<.005$	PCEE	.99	.74
		P-S	.96 b,d	.73
		Control	.70	.74
Child watches "Sesame Street"	1.56 n.s.	PCEE	1.52	.59
		P-S	1.51	.63
		Control	1.44	.67
Child goes shopping, visits interesting people and places in community	7.32 $p<.005$	PCEE	1.59	.52
		P-S	1.61 b,d	.54
		Control	1.45	.60
Child takes trips outside community	4.40 $p<.025$	PCEE	1.54	.55
		P-S	1.58 b,d	.58
		Control	1.44	.59

(Cont'd.)

APPENDIX E (Cont'd.)

[1] Entering kindergarteners were identified as belonging to one of three groups: PCEE = pupils who had participated in the first project year program (N=649); pupils with Pre-School Experience (N=201); and, Control = pupils with no preschool experience of any kind (N=267).

[2] Results of the Duncan's Multiple Range Tests are given in the following codes:

a = the PCEE mean was statistically significantly higher than the preschool group mean.
b = the PCEE mean was statistically significantly higher than the control group mean.
c = the Preschool mean was statistically significantly higher than the PCEE group mean.
d = the Preschool mean was statistically significantly higher than the control group mean.
e = the Control group mean was statistically significantly higher than the PCEE group mean.
f = the Control group mean was statistically significantly higher than the preschool group mean.

APPENDIX F

Results of Analyses of Variance and Duncan's Multiple Range Tests with Extension for Unequal Replications for Entering Kindergarten Pupils (1972) on the Screening Test of Academic Readiness

Variable	F	Group[1]	$\bar{X}$ and Duncan's Results[2]	Standard Deviation
STAR I Picture Vocabulary	13.63 $p<.005$	PCEE	9.72	2.13
		P-S	9.78 b,d	2.46
		Control	8.94	2.43
II Letters	27.87 $p<.005$	PCEE	6.41	2.49
		P-S	6.34 b,d	2.56
		Control	5.08	2.99
III Picture Completion	3.69 $p<.05$	PCEE	4.57	1.60
		P-S	4.61 b,d	1.68
		Control	4.29	1.67
IV Copying	1.85 n.s.	PCEE	2.91	1.34
		P-S	3.02	1.44
		Control	2.79	1.32
V Picture Description	16.34 $p<.005$	PCEE	6.18	1.76
		P-S	5.83 b,d	1.87
		Control	5.49	1.79
VI Human Figure Drawing	16.29 $p<.005$	PCEE	9.81	3.13
		P-S	9.22 a,b,d	3.42
		Control	8.53	3.44
VII Relationships	10.89 $p<.005$	PCEE	6.73	1.39
		P-S	6.48 a,b	1.72
		Control	6.26	1.54

(Cont'd.)

APPENDIX F (Cont'd.)

Variable	F	Group[1]	$\overline{X}$ and Duncan's Results[2]	Standard Deviation
VIII Numbers		PCEE	8.69	3.71
	20.78 $p < .005$	P-S	8.78 b,d	4.05
		Control	7.04	4.12
		PCEE	54.98	11.40
TOTAL	31.68 $p < .005$	P-S	53.97 a,b,d	13.49
		Control	48.23	13.68

[1] Entering kindergarteners were identified as belonging to one of three groups: PCEE = pupils who had participated in the first project year program (N = 681); pupils with Pre-School experience (N = 200); and, Control = pupils with no preschool experience of any kind (N = 302).

[2] Results of the Duncan's Multiple Range Tests are given using the following codes:

a = the PCEE mean was statistically significantly higher than the preschool group mean.
b = the PCEE mean was statistically significantly higher than the control group mean.
c = the Preschool mean was statistically significantly higher than the PCEE group mean.
d = the Preschool mean was statistically significantly higher than the control group mean.
e = the Control group mean was statistically significantly higher than the PCEE group mean.
f = the Control group mean was statistically significantly higher than the preschool group mean.

APPENDIX G-1

Summary of Results Obtained on the Stanford Early School Achievement Test, Level I Given to First Grade Pupils in 1972 (N=1054)

Test	Sample*	Mean	Median	Standard Deviation
Social Studies and Science	Boys	36.07	36.87	4.02
	Girls	35.97	36.82	3.98
	Total	36.02	36.85	4.00
Math	Boys	23.26	24.14	3.73
	Girls	23.23	24.23	3.87
	Total	23.25	24.18	3.80
Letters and Sounds	Boys	23.90	25.94	4.76
	Girls	24.74	26.65	4.30
	Total	24.30	26.36	4.57
Aural Comprehension	Boys	21.74	22.35	3.79
	Girls	22.39	22.82	3.48
	Total	22.06	22.60	3.56
Total Scores	Boys	104.97	108.32	13.46
	Girls	106.72	110.15	12.83
	Total	105.82	109.19	13.27

*There were 545 boys and 509 girls in this sample.

APPENDIX G-2

Percentile Rank Equivalents for the Form A Stanford Early School Achievement Test, Level I Subtests Based on the Results of Pupils Entering First Grade in Fall, 1972 (N=1054)

Raw Score	Soc. Stud. & Science	Math.	Letters and Sounds	Aural Comprehension
8 or less	<1	<1	<1	<1
9	<1	<1	1	<1
10	<1	1	1	1
11	<1	1	2	1
12	<1	1	2	1
13	<1	1	3	2
14	<1	2	5	4
15	<1	3	7	4
16	<1	6	8	7
17	<1	8	10	10
18	<1	11	13	14
19	1	14	15	19
20	1	18	18	25
21	1	24	21	33
22	1	31	24	43
23	1	39	28	55
24	2	48	32	67
25	2	60	37	78
26	2	73	46	87
27	3	86	62	94
28	4	96	86	95
29	5			
30	7			
31	10			
32	13			
33	18			
34	25			
35	32			
36	41			
37	52			
38	64			
39	77			
40	88			
41	96			
42	99			
Number of items in subtest	42	28	28	28
Mean	36.02	23.25	24.30	22.06
Median	36.85	24.18	26.36	22.60
Standard Deviation	4.00	3.80	4.57	3.56
Reliability KR_{21}	.70	.75	.88	.65
Standard Error	2.20	1.90	1.60	2.10

APPENDIX G-3

Percentile Rank Norms Developed for Entering First Grade Pupils Using Data Collected on Pupils Entering First Grade Classes Within the District in the Fall of 1972 (N=1054) on the Stanford Early School Achievement Test, Level I

Raw Score	Percentile Rank	Percentile Rank Range*	Raw Score	Percentile Rank	Percentile Rank Range
55 or less	<1	<1	97	21	16-29
56-38	<1	<1-1	98	23	17-31
59-62	1	<1-1	99	25	19-33
63	1	<1-2	100	27	20-35
64-66	1	1-2	101	29	21-37
67-70	2	1-3	102	31	23-40
71-73	3	2-4	103	33	25-43
74	3	2-5	104	35	27-46
75-76	4	3-5	105	37	29-49
77	4	3-6	106	40	31-53
78	5	3-6	107	43	33-57
79-80	5	4-7	108	46	35-61
81	6	4-8	109	49	37-65
82	6	5-8	110	53	40-66
83	7	5-9	111	57	43-72
84	7	5-10	112	61	46-76
85	8	6-11	113	65	49-81
86	8	6-12	114	68	53-84
87	9	7-13	115	72	57-88
88	10	7-14	116	76	61-92
89	11	8-16	117	81	65-95
90	12	8-17	118	84	68-97
91	13	9-19	119	88	72-99
92	14	10-20	120	92	76-99+
93	16	11-21	121	95	81-99+
94	17	12-23	122	97	84-99+
95	19	13-25	123	99	88-99+
96	20	14-27	124	99+	92-99+
			125-126	99+	95-99+

*Percentile rank ranges were calculated using the Standard Error of Measurement (SEm = 3.98) from the results of this sample (KR_{21} = .91).

Total number of items in test is 126.

APPENDIX H

New Age Norms Developed for Use with the Northwestern Syntax Screening Test in the PCEE Program

Score	Receptive Language Age	Score	Expressive Language Age
13 or lower	1.9	10 or lower	1.11
14	1.11	11	2.1
15	2.1	12	2.3
16	2.3	13	2.5
17	2.5	14	2.7
18	2.7	15	2.9
19	2.9	16	2.11
20	3.1	17	3.1
21	3.3	18	3.3
22	3.6	19	3.6
23	3.9	20	3.8
24	3.11	21	3.10
25	4.1	22	4.0
26	4.3	23	4.2
27	4.6	24	4.4
28	4.10	25	4.6
29	5.1	26	4.10
30	5.6	27	5.0
31	5.10	28	5.3
32	6.1	29	5.6
33	6.6	30	5.10
34	6.9	31	6.0
35	6.11	32	6.3
36	7.1	33	6.6
37	7.3	34	6.10
38	7.6	35	7.0
39	7.9	36	7.3
40	7.11	37	7.6
		38	7.9
		39	7.11
		40	8.1

APPENDIX I

Initial and Final Teacher Ratings of a Sample of Parents' Performance in Saturday School (N = 172)

Item		Ratings					
		Yes		No		Blank	
1. On-time for planning session	Initial	150 (91%)		14 (9%)		8	
	Final	147 (88%)		20 (12%)		5	
		5*	4	3	2	1	Blank
2. Willing vs. reluctant to participate	Initial	117 (71%)	24 (15%)	16 (10%)	6 (4%)	1 (<1%)	8
	Final	106 (63%)	30 (18%)	19 (11%)	7 (4%)	6 (4%)	4
3. Used appropriate vs. inappropriate teaching techniques	Initial	80 (50%)	43 (27%)	33 (20%)	5 (3%)	0 (0%)	11
	Final	101 (60%)	41 (24%)	23 (14%)	3 (2%)	0 (0%)	4
4. Used positive vs. negative reinforcement	Initial	77 (48%)	52 (32%)	25 (16%)	6 (4%)	1 (<1%)	11
	Final	106 (63%)	40 (24%)	20 (12%)	2 (1%)	0 (0%)	4
5. Accomplished v. did not accomplish the task assigned	Initial	92 (57%)	46 (28%)	18 (11%)	6 (4%)	0 (0%)	10
	Final	111 (66%)	37 (22%)	18 (11%)	2 (1%)	0 (0%)	4

*Numbers above columns each refer to a point on a five-point scale measuring a presumably continuous dimension.

APPENDIX J-1

A Summary of Teachers' Ratings of PCEE Pupils' Skill Development (N = 680)

	Achieved as of January	Achieved as of June	Not yet achieved	Blank
Personal and Social Development				
1. Child takes turns and shares	445 (65%)	191 (28%)	44 (6%)	0
2. Child expresses feelings in acceptable ways	404 (59%)	190 (28%)	86 (13%)	0
3. Child consistently completes a task	299 (44%)	261 (38%)	120 (18%)	0
4. Child shows self confidence in trying out new activities	313 (46%)	265 (39%)	102 (15%)	0
Language Development				
1. Child speaks in sentences of 5 or more words	641 (94%)	31 (5%)	8 (1%)	0
2. Child articulates clearly	558 (82%)	44 (6%)	78 (11%)	0
3. Child tells his whole name	603 (89%)	70 (10%)	7 (1%)	0
4. Child touches and names parts of the body	576 (85%)	91 (13%)	13 (2%)	0
5. Child describes objects as to size, weight, texture	151 (22%)	415 (61%)	113 (17%)	1
6. Child tells how things are alike or different as to size, shape, color, etc.	105 (15%)	425 (62%)	150 (22%)	0
7. Child follows a series of two or more directions	252 (37%)	344 (51%)	83 (12%)	1
8. Child identifies a few letters of the alphabet	271 (40%)	367 (54%)	42 (6%)	0

Continued

APPENDIX J-1 (Continued)

	Achieved as of January	Achieved as of June	Not yet achieved	Blank
9. Child identifies many letters of the alphabet	132 (19%)	329 (48%)	219 (32%)	0
10. Child distinguishes words that rhyme	60 (9%)	426 (63%)	194 (29%)	0
11. Child makes relevant verbal contributions in group conversation or discussion	133 (20%)	424 (62%)	123 (18%)	0
Math and Science Concept Development				
1. Child identifies 6 or more colors	551 (81%)	92 (14%)	37 (5%)	0
2. Child identifies shapes: circle, square, triangle, rectangle	505 (74%)	135 (20%)	40 (6%)	0
3. Child reproduces above shapes	271 (40%)	280 (41%)	129 (19%)	0
4. Child counts from 1 to 10 or beyond	539 (79%)	115 (17%)	26 (4%)	0
5. Child identifies size differences: big, little, long, short, etc.	517 (76%)	142 (21%)	21 (3%)	0
6. Child sequences rods, objects from shortest to longest	491 (72%)	139 (20%)	50 (7%)	0
7. Child reproduces a simple pattern from memory	250 (37%)	364 (54%)	66 (10%)	0
8. Child identifies and constructs sets of 1 to 5	486 (71%)	162 (24%)	32 (5%)	0
9. Child identifies and constructs sets of 0 to 10	256 (38%)	296 (44%)	128 (19%)	0

Continued

APPENDIX J-1 (Continued)

	Achieved as of January	Achieved as of June	Not yet achieved	Blank
10. Child recognizes numerals 1 to 5	480 (71%)	168 (25%)	32 (5%)	0
11. Child recognizes numerals 0 to 10	281 (41%)	247 (36%)	152 (22%)	0
12. Child associates numerals 1 to 5 with their corresponding sets	246 (36%)	388 (57%)	46 (7%)	0
13. Child associates numerals 0 to 10 with their corresponding sets	137 (20%)	359 (53%)	184 (27%)	0
14. Child understands and applies the terms more than, less than	111 (16%)	469 (69%)	100 (15%)	0
Motor Skill Development				
1. Child throws and catches a ball	532 (78%)	124 (18%)	23 (3%)	1
2. Child walks a balance beam without stepping off	244 (36%)	376 (55%)	59 (9%)	1
3. Child demonstrates orientation concepts: in-out, around-through, etc.	455 (67%)	198 (29%)	26 (4%)	1
4. Child claps or marches in time to music	144 (21%)	441 (65%)	95 (14%)	0
5. Child uses crayons with control	509 (75%)	152 (22%)	19 (3%)	0
6. Child uses scissors with control	444 (65%)	188 (28%)	48 (7%)	0
7. Child works a puzzle of 10 or more pieces	450 (66%)	180 (26%)	50 (7%)	0
8. Child includes major body parts and features in drawing a person	78 (11%)	427 (63%)	175 (26%)	0

Continued

APPENDIX J-1 (Continued)

	Achieved as of January	Achieved as of June	Not yet achieved	Blank
9. Child follows left to right progression in tracking and drawing	108 (16%)	391 (58%)	181 (27%)	0
10. Child prints his first name correctly	162 (24%)	364 (54%)	153 (22%)	1

APPENDIX J-2

Kindergarten Teacher Ratings of Their Pupils and Parents on the Items of the Kindergarten Home Teaching Report During Spring, 1973 ($\underline{N}$ = 757)**

	Sample*	Ratings**					
Conditions affecting visit		5	4	3	2	1	Blank
a. Parent ready vs. not ready for visit	Total	604 (84%)	65 (9%)	24 (3%)	9 (1%)	17 (2%)	38
	PCEE	358 (84%)	41 (10%)	11 (3%)	7 (2%)	10 (2%)	22
	PS	87 (84%)	9 (9%)	5 (5%)	0 (0%)	2 (2%)	4
	Control	153 (85%)	13 (7%)	8 (4%)	2 (1%)	4 (2%)	11
b. Child ready vs. not ready for visit	Total	490 (77%)	59 (9%)	20 (3%)	7 (1%)	59 (9%)	122
	PCEE	295 (77%)	40 (10%)	10 (3%)	3 (1%)	35 (9%)	66
	PS	71 (87%)	5 (6%)	2 (2%)	0 (0%)	4 (5%)	25
	Control	119 (74%)	12 (7%)	8 (5%)	4 (2%)	18 (11%)	30
Parent attitude toward visit							
a. Positive vs. negative	Total	558 (77%)	116 (16%)	40 (6%)	7 (1%)	0 (0%)	36
	PCEE	341 (80%)	64 (15%)	18 (4%)	3 (1%)	0 (0%)	23
	PS	75 (74%)	21 (21%)	5 (5%)	1 (1%)	0 (0%)	5
	Control	135 (74%)	30 (16%)	16 (9%)	2 (1%)	0 (0%)	8
b. Interested vs. disinterested	Total	556 (78%)	120 (17%)	33 (5%)	4 (<1%)	2 (<1%)	42
	PCEE	336 (79%)	67 (16%)	17 (4%)	3 (1%)	0 (0%)	26
	PS	80 (78%)	16 (16%)	5 (5%)	1 (1%)	0 (0%)	5
	Control	135 (75%)	34 (19%)	9 (5%)	0 (0%)	2 (1%)	11
c. Self-confident vs. lacking self-confidence	Total	461 (65%)	153 (22%)	72 (10%)	14 (2%)	10 (1%)	47
	PCEE	288 (69%)	86 (20%)	37 (9%)	7 (2%)	2 (<1%)	29
	PS	72 (71%)	21 (21%)	6 (6%)	2 (2%)	0 (0%)	6
	Control	98 (55%)	44 (25%)	28 (16%)	5 (3%)	4 (2%)	12

(continued)

APPENDIX J-2 (continued)

	Sample	Ratings					
		5	4	3	2	1	Blank
Parent Interaction with child							
a. Accepting vs. rejecting	Total	481 (74%)	108 (17%)	44 (7%)	17 (3%)	1 (<1%)	106
	PCEE	292 (74%)	63 (16%)	27 (7%)	10 (3%)	1 (<1%)	56
	PS	68 (76%)	16 (18%)	5 (6%)	0 (0%)	0 (0%)	18
	Control	116 (73%)	28 (18%)	9 (6%)	6 (4%)	0 (0%)	32
b. Aware vs. unaware of needs	Total	353 (54%)	146 (22%)	102 (16%)	35 (5%)	13 (2%)	108
	PCEE	218 (56%)	84 (22%)	62 (16%)	16 (4%)	9 (2%)	60
	PS	52 (58%)	21 (24%)	14 (16%)	2 (2%)	0 (0%)	18
	Control	80 (50%)	38 (24%)	25 (16%)	15 (9%)	3 (2%)	30
c. Positive vs. negative motivation	Total	371 (58%)	159 (25%)	75 (12%)	29 (5%)	5 (1%)	118
	PCEE	229 (60%)	93 (24%)	43 (11%)	15 (4%)	4 (1%)	65
	PS	54 (61%)	23 (26%)	10 (11%)	2 (2%)	0 (0%)	18
	Control	86 (55%)	39 (25%)	21 (13%)	10 (6%)	1 (1%)	34
d. Positive vs. negative reinforcement	Total	370 (58%)	147 (23%)	80 (12%)	33 (5%)	10 (2%)	117
	PCEE	225 (58%)	89 (23%)	49 (13%)	16 (4%)	6 (2%)	64
	PS	54 (61%)	23 (26%)	10 (11%)	2 (2%)	0 (0%)	18
	Control	89 (57%)	32 (20%)	19 (12%)	13 (8%)	4 (3%)	34
e. Competent vs. incompetent	Total	371 (58%)	158 (25%)	78 (12%)	29 (5%)	6 (1%)	115
	PCEE	230 (59%)	96 (25%)	47 (12%)	13 (3%)	3 (1%)	60
	PS	53 (60%)	26 (30%)	6 (7%)	3 (3%)	0 (0%)	19
	Control	86 (55%)	31 (20%)	25 (16%)	11 (7%)	2 (1%)	36
Parent relationship with teacher							
a. Friendly vs. unfriendly	Total	597 (83%)	98 (14%)	24 (3%)	1 (<1%)	0 (0%)	37
	PCEE	357 (84%)	54 (13%)	15 (4%)	0 (0%)	0 (0%)	23
	PS	87 (84%)	13 (13%)	3 (3%)	0 (0%)	0 (0%)	4
	Control	147 (81%)	29 (16%)	5 (3%)	1 (1%)	0 (0%)	9

(continued)

APPENDIX J-2 (continued)

	Sample	Ratings					
		5	4	3	2	1	Blank
b. Cooperative vs. uncooperative	Total	590 (83%)	92 (13%)	30 (4%)	3 (<1%)	0 (0%)	42
	PCEE	352 (83%)	53 (13%)	16 (4%)	2 (<1%)	0 (0%)	26
	PS	89 (86%)	10 (10%)	3 (3%)	1 (1%)	0 (0%)	4
	Control	143 (79%)	27 (15%)	10 (6%)	0 (0%)	0 (0%)	11
c. At ease vs. ill at ease	Total	506 (71%)	138 (19%)	54 (8%)	11 (2%)	5 (1%)	43
	PCEE	312 (74%)	76 (18%)	28 (7%)	3 (1%)	3 (1%)	27
	PS	78 (76%)	19 (18%)	5 (5%)	1 (1%)	0 (0%)	4
	Control	113 (63%)	40 (22%)	20 (11%)	5 (3%)	2 (1%)	11
Child's relationship with teacher							
a. Outgoing vs. shy	Total	377 (59%)	152 (24%)	65 (10%)	24 (4%)	22 (3%)	117
	PCEE	230 (60%)	98 (26%)	33 (9%)	12 (3%)	11 (3%)	65
	PS	54 (63%)	18 (21%)	9 (10%)	4 (5%)	1 (1%)	21
	Control	89 (56%)	32 (20%)	22 (14%)	7 (4%)	10 (6%)	31
b. Cooperative vs. uncooperative	Total	433 (68%)	136 (21%)	47 (7%)	8 (1%)	11 (2%)	122
	PCEE	257 (68%)	86 (23%)	28 (7%)	4 (1%)	5 (1%)	69
	PS	63 (73%)	16 (19%)	5 (6%)	1 (1%)	1 (1%)	21
	Control	106 (67%)	31 (19%)	14 (9%)	3 (2%)	5 (3%)	32
c. Talkative vs. hesitant	Total	355 (56%)	156 (25%)	76 (12%)	28 (4%)	19 (3%)	123
	PCEE	219 (58%)	96 (25%)	39 (10%)	16 (4%)	10 (3%)	69
	PS	46 (53%)	22 (26%)	14 (16%)	3 (3%)	1 (1%)	21
	Control	86 (54%)	33 (21%)	23 (14%)	9 (6%)	8 (5%)	32
Child's response to learning activities							
a. Interested vs. disinterested	Total	336 (66%)	102 (20%)	44 (9%)	17 (3%)	8 (2%)	250
	PCEE	210 (67%)	64 (20%)	26 (8%)	10 (3%)	4 (1%)	135
	PS	49 (74%)	11 (17%)	5 (8%)	1 (2%)	0 (0%)	41
	Control	72 (60%)	25 (21%)	13 (11%)	6 (5%)	4 (3%)	71

(continued)

APPENDIX J-2 (continued)

	Sample	Ratings					
		5	4	3	2	1	Blank
b. Attentive vs. distracted	Total	309 (61%)	101 (20%)	61 (12%)	18 (4%)	16 (3%)	252
	PCEE	191 (61%)	65 (21%)	40 (13%)	7 (2%)	10 (3%)	136
	PS	45 (68%)	10 (15%)	8 (12%)	2 (3%)	1 (2%)	41
	Control	69 (58%)	23 (19%)	13 (11%)	9 (8%)	5 (4%)	72
c. Attained all vs. none of the objectives	Total	271 (57%)	122 (25%)	70 (15%)	12 (3%)	4 (1%)	278
	PCEE	170 (56%)	80 (26%)	43 (14%)	7 (2%)	2 (1%)	147
	PS	46 (72%)	10 (16%)	8 (12%)	0 (0%)	0 (0%)	43
	Control	51 (48%)	30 (28%)	18 (17%)	5 (5%)	2 (2%)	85
Child's attitude toward kindergarten	Total	525 (72%)	135 (19%)	53 (7%)	10 (1%)	3 (<1%)	31
	PCEE	310 (72%)	81 (19%)	27 (6%)	7 (2%)	3 (1%)	21
	PS	82 (79%)	14 (13%)	8 (8%)	0 (0%)	0 (0%)	3
	Control	129 (70%)	35 (19%)	17 (9%)	3 (2%)	0 (0%)	7

*Total represents 757 pupils enrolled kindergarten.

PCEE represents 449 kindergarten pupils who participated in the PCEE first program year.

PS represents 107 kindergarten pupils who had other kinds of preschool experience.

Control represents 191 kindergarten pupils who had no preschool experience of any kind.

**There were apparently 10 kindergarten pupils who were not classified as belonging to one of the three subsamples and who are represented in the Total sample only.

APPENDIX J-3

Results of Analyses of Variance and Duncan's Multiple Range Tests* for Kindergarten Pupils on Items of the Kindergarten Home Teaching Report

	F		Group**	$\bar{X}$ and Duncan's Results***	Deficient N	%
Conditions affecting visit						
a. Parent ready vs. not ready for visit	<1	n.s.	PCEE	4.71	28	7
			PS	4.74	7	7
			Control	4.72	14	7
b. Child ready vs. not ready for visit	2.85	n.s.	PCEE	4.45	48	13
			PS	4.70	6	7
			Control	4.30	30	18
Parent attitude toward visit						
a. Positive vs. negative	2.55	n.s.	PCEE	4.74	21	5
			PS	4.67	6	6
			Control	4.63	18	10
b. Interested vs. disinterested	<1	n.s.	PCEE	4.74	39	9
			PS	4.72	6	6
			Control	4.67	11	6
c. Self confident vs. lacking in self confidence	8.97	<.005	PCEE	4.55	46	11
			PS	4.61 b,d	8	8
			Control	4.27	37	21
Parent interaction with child						
a. Accepting vs. rejecting	<1	n.s.	PCEE	4.62	38	10
			PS	4.71	5	6
			Control	4.60	15	10
b. Aware vs. unaware of needs	2.41	n.s.	PCEE	4.25	87	22
			PS	4.38	16	18
			Control	4.10	43	27
c. Positive vs. negative motivation	1.31	n.s.	PCEE	4.38	62	16
			PS	4.45	12	13
			Control	4.27	32	20
d. Positive vs. negative reinforcement	1.91	n.s.	PCEE	4.33	71	19
			PS	4.45	12	13
			Control	4.20	36	23
e. Competent vs. incompetent	2.71	n.s.	PCEE	4.38	63	16
			PS	4.47	9	10
			Control	4.21	38	24

Continued

APPENDIX J-3 (Continued)

	F		Group**	$\bar{X}$ and Duncan's Results***	Deficient N	%
Parent relationship with teacher						
a. Friendly vs. unfriendly	<1	n.s.	PCEE	4.80	15	4
			PS	4.82	3	3
			Control	4.77	6	4
b. Cooperative vs. uncooperative	<1	n.s.	PCEE	4.78	18	4
			PS	4.82	4	4
			Control	4.74	10	6
c. At ease vs. ill at ease	6.13	<.005	PCEE	4.64	34	9
			PS	4.69 b,d	6	6
			Control	4.43	27	15
Child's relationship with teacher						
a. Outgoing vs. shy	2.94	n.s.	PCEE	4.36	56	15
			PS	4.40	14	16
			Control	4.14	39	24
b. Cooperative vs. uncooperative	1.31	n.s.	PCEE	4.54	37	9
			PS	4.62	7	8
			Control	4.45	22	14
c. Talkative vs. hesitant	1.67	n.s.	PCEE	4.31	65	17
			PS	4.27	18	20
			Control	4.13	40	25
Child's response to learning activities						
a. Interested vs. disinterested	3.46	<.05	PCEE	4.48	40	12
			PS	4.64 b,d	6	10
			Control	4.29	23	19
b. Attentive vs. distracted	1.53	n.s.	PCEE	4.34	57	18
			PS	4.45	11	17
			Control	4.19	27	23
c. Attained all vs. none of the objectives	4.99	<.01	PCEE	4.35	52	17
			PS	4.59 b,c,d	8	12
			Control	4.16	25	24
Child's attitude toward Kindergarten						
a. Positive vs. negative	1.23	n.s.	PCEE	4.61	37	9
			PS	4.71	8	8
			Control	4.58	20	11

Continued

*The multiple ranges tests have been extended for unequal replications.

**Kindergarteners were identified as belonging to one of three groups: PCEE = pupils who participated in the first program year; PS = pupils with other kinds of preschool experience; and control = pupils with no preschool experience of any kind.

***Results of the Duncan's Multiple Range Tests are given using the following codes:

a = the PCEE mean was statistically significantly higher than the preschool group mean.

b = the PCEE mean was statistically significantly higher than the control group mean.

c = the Preschool mean was statistically significantly higher than the PCEE group mean.

d = the Preschool mean was statistically significantly higher than the control group mean.

APPENDIX J-4

Results of Follow Up Analyses on Kindergarten Pupils and Their Parents on Items of the Home Visit Report Administered upon Exit from the PCEE Program (Spring, 1972) and During the Kindergarten Year (Spring, 1973)

		Mean	Standard Deviation	t	p	Deficient N	Deficient %
Conditions affecting visit							
a. Parent ready vs. not ready for visit	Final	4.71	.79	< 1	n.s.	27	7
	Follow Up	4.71	.78			23	6
b. Child ready vs. not ready for visit	Final	4.75	.72	-3.63	<.01	18	5
	Follow Up	4.49	1.14			38	11
Parent attitude toward visit							
a. Positive vs. negative	Final	4.71	.57	1.22	n.s.	15	4
	Follow Up	4.76	.55			17	4
b. Interested vs. disinterested	Final	4.67	.63	1.71	n.s.	22	6
	Follow Up	4.74	.56			17	5
c. Self confident vs. lacking confidence	Final	4.55	.70	<1	n.s.	34	9
	Follow Up	4.59	.72			36	10
Parent interaction with child							
a. Accepting vs. rejecting	Final	4.60	.66	<1	n.s.	25	7
	Follow Up	4.62	.74			33	9
b. Aware vs. unaware of needs	Final	4.31	.87	<1	n.s.	71	20
	Follow Up	4.28	1.01			77	22
c. Positive vs. negative motivation	Final	4.39	.81	<1	n.s.	48	14
	Follow Up	4.39	.89			54	16
d. Positive vs. negative reinforcement	Final	4.37	.81	<1	n.s.	49	14
	Follow Up	4.35	.95			61	18
e. Competent vs. incompetent	Final	4.51	.71	-1.93	n.s.	34	10
	Follow Up	4.41	.85			53	15
Parent relationship with teacher							
a. Friendly vs. unfriendly	Final	4.83	.46	< 1	n.s.	8	2
	Follow Up	4.82	.46			12	3
b. Cooperative vs. uncooperative	Final	4.76	.58	< 1	n.s.	16	4
	Follow Up	4.79	.51			16	4
c. At ease vs. ill at ease	Final	4.71	.59	-1.31	n.s.	20	5
	Follow Up	4.66	.70			28	7

Continued

APPENDIX J-4 Continued

		Mean	Standard Deviation	t	p	Deficient N	Deficient %
Child's relationship with teacher							
a. Outgoing vs. shy	Final	4.45	.73	-1.07	n.s.	37	11
	Follow Up	4.38	.96			51	15
b. Cooperative vs. uncooperative	Final	4.58	.66	-1.13	n.s.	23	7
	Follow Up	4.53	.81			37	11
c. Talkative vs. hesitant	Final	4.42	.80	-1.75	n.s.	45	13
	Follow Up	4.32	1.01			62	18
Child's response to learning activities							
a. Interested vs. disinterested	Final	4.73	.57	-4.18	<.01	8	3
	Follow Up	4.47	.88			37	13
b. Attentive vs. distracted	Final	4.61	.65	-4.23	<.01	18	6
	Follow Up	4.32	1.01			55	19
c. Attended all vs. none of the objectives	Final	4.57	.65	-4.30	<.01	19	7
	Follow Up	4.32	.87			50	18
Child's attitude toward school							
a. Positive vs. negative	Final	4.76	.51	-3.61	<.01	10	3
	Follow Up	4.60	.75			33	9

APPENDIX K-1

Summary of Initial and Final Teacher Ratings at Saturday School and at Midyear Home Visit by Project Director and Midyear Ratings by Principals (N = 24)

Item		5*	4	3	2	1	Blank
1. Used appropriate vs. inappropriate teaching techniques	Initial	2 (8%)	3 (12%)	18 (75%)	1 (4%)	0 (0%)	0
	Final	8 (33%)	10 (42%)	6 (25%)	0 (0%)	0 (0%)	0
	Home Visit	0 (0%)	13 (54%)	11 (46%)	0 (0%)	0 (0%)	0
	Principals	9 (53%)	6 (35%)	2 (12%)	0 (0%)	0 (0%)	7
2. Aware vs. unaware of children's needs	Initial	0 (0%)	6 (25%)	13 (54%)	5 (21%)	0 (0%)	0
	Final	1 (4%)	17 (71%)	6 (25%)	0 (0%)	0 (0%)	0
	Home Visit	4 (17%)	10 (42%)	10 (42%)	0 (0%)	0 (0%)	0
	Principals	11 (65%)	5 (29%)	0 (0%)	1 (6%)	0 (0%)	7
3. Used positive vs. negative motivation	Initial	2 (8%)	11 (46%)	7 (29%)	4 (17%)	0 (0%)	0
	Final	18 (75%)	5 (21%)	1 (4%)	0 (0%)	0 (0%)	0
	Home Visit	10 (42%)	13 (54%)	1 (4%)	0 (0%)	0 (0%)	0
	Principals	7 (44%)	8 (50%)	1 (6%)	0 (0%)	0 (0%)	8
4. Used positive vs. negative reinforcement	Initial	1 (4%)	11 (46%)	7 (29%)	5 (21%)	0 (0%)	0
	Final	18 (75%)	5 (21%)	1 (4%)	0 (0%)	0 (0%)	0
	Home Visit	11 (46%)	13 (54%)	0 (0%)	0 (0%)	0 (0%)	0
	Principals	9 (50%)	9 (50%)	0 (0%)	0 (0%)	0 (0%)	6
5. Accomplished 100% vs. 0% of task objectives	Initial	1 (4%)	7 (29%)	15 (62%)	1 (4%)	0 (0%)	0
	Final	16 (67%)	7 (29%)	1 (4%)	0 (0%)	0 (0%)	0
	Home Visit	8 (33%)	14 (58%)	2 (8%)	0 (0%)	0 (0%)	0
	Principals	4 (25%)	10 (62%)	2 (12%)	0 (0%)	0 (0%)	8

Continued

APPENDIX K-1 Continued

Item		5*	4	3	2	1	Blank
6. Evident vs. not evident respect for parent competence	Initial	3 (12%)	8 (33%)	13 (54%)	0 (0%)	0 (0%)	0
	Final	9 (38%)	14 (58%)	1 (4%)	0 (0%)	0 (0%)	0
	Home Visit	7 (29%)	12 (50%)	4 (17%)	1 (4%)	0 (0%)	0
	Principals	7 (39%)	10 (56%)	1 (6%)	0 (0%)	0 (0%)	6
7. Positive vs. negative relationship with parents	Initial	4 (17%)	11 (46%)	8 (33%)	1 (4%)	0 (0%)	0
	Final	10 (42%)	13 (54%)	1 (4%)	0 (0%)	0 (0%)	0
	Home Visit	12 (50%)	10 (42%)	1 (4%)	1 (4%)	0 (0%)	0
	Principals	11 (61%)	7 (39%)	0 (0%)	0 (0%)	0 (0%)	6
8. Effectively vs. ineffectively demonstrated appropriate teaching techniques to parents	Initial	1 (4%)	4 (17%)	17 (71%)	2 (8%)	0 (0%)	0
	Final	7 (29%)	14 (58%)	3 (12%)	0 (0%)	0 (0%)	0
	Home Visit	5 (21%)	11 (46%)	7 (29%)	1 (4%)	0 (0%)	0
	Principals	8 (47%)	7 (41%)	1 (6%)	1 (6%)	0 (0%)	7
9. Effectively vs. ineffectively demonstrated positive motivation and reinforcement techniques to parents	Initial	1 (4%)	6 (25%)	16 (67%)	1 (4%)	0 (0%)	0
	Final	7 (29%)	17 (71%)	0 (0%)	0 (0%)	0 (0%)	0
	Home Visit	7 (29%)	14 (58%)	3 (12%)	0 (0%)	0 (0%)	0
	Principals	9 (53%)	7 (41%)	0 (0%)	1 (6%)	0 (0%)	7

*Numbers above columns each refer to a point of a five-point scale measuring a presumably continuous dimension.

APPENDIX K-2

Frequency Tabulation of Parents' Ratings of Both Pcee Program and Teachers (N = 601)

	RATINGS				
Item	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	No Rating Blank
1. The tasks used with my child both at Saturday School and Home Visits were interesting to my child and met his educational needs.	467 (78%)	127 (21%)	7 (1%)	0 (0%)	0
2. My child's teacher seemed to be very interested in my child as an individual.	534 (89%)	60 (10%)	7 (1%)	0 (0%)	0
3. The home visit was a good learning experience for both my child and myself.	463 (77%)	127 (21%)	7 (1%)	2 (<1%)	2
4. My lessons were well prepared and explained to me by the teacher when I taught at Saturday School.	476 (82%)	98 (17%)	5 (1%)	0 (0%)	22
5. As a result of participation in the Home/School Program, I feel better able to deal with my child both educationally and personally.	272 (46%)	290 (49%)	23 (4%)	8 (1%)	8
6. My child's teacher really got me interested in doing more with my child than I had done before.	265 (44%)	278 (47%)	46 (8%)	6 (1%)	6

Continued

APPENDIX K-2 (Continued)

Item	RATINGS Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	No Rating Blank
7. I felt that my child's teacher liked me both as a parent and as a person.	434 (73%)	153 (26%)	8 (1%)	1 (<1%)	5
8. When my child attends kindergarten, I would like to receive home visits from his kindergarten teacher similar to those home visits received during the Home/School Program year.	262 (44%)	211 (36%)	98 (17%)	20 (3%)	9
9. As a result of my experience in teaching Saturday School, I would like to volunteer for assisting in the kindergarten next year.	197 (36%)	221 (40%)	104 (19%)	30 (5%)	49
10. If I had a three-year-old child, I would like him to have the same teacher as my four-year-old child had this year.	514 (86%)	67 (11%)	15 (3%)	3 (1%)	2

APPENDIX K-3

Summary of Initial and Final Kindergarten Teacher Ratings Made During Observations in Classes by the Project Director (N=29)

Item		5*	4	3	2	1
1. Used appropriate vs. inappropriate teaching techniques	Initial	0 (0%)	7 (24%)	14 (48%)	7 (24%)	1 (3%)
	Final	10 (34%)	10 (34%)	7 (24%)	2 (7%)	0 (0%)
2. Aware vs. unaware of children's needs	Initial	0 (0%)	4 (14%)	14 (48%)	7 (24%)	4 (14%)
	Final	6 (21%)	12 (41%)	11 (38%)	0 (0%)	0 (0%)
3. Used positive vs. negative motivation	Initial	0 (0%)	8 (28%)	15 (52%)	6 (21%)	0 (0%)
	Final	11 (38%)	14 (48%)	4 (14%)	0 (0%)	0 (0%)
4. Used positive vs. negative reinforcement	Initial	0 (0%)	7 (24%)	19 (66%)	2 (7%)	1 (3%)
	Final	12 (41%)	15 (52%)	2 (7%)	0 (0%)	0 (0%)
5. Accomplished 100% vs. 0% of task objectives	Initial	2 (7%)	3 (10%)	18 (62%)	4 (14%)	2 (7%)
	Final	12 (41%)	14 (48%)	2 (7%)	1 (3%)	0 (0%)
6. Evident vs. not evident respect for parent competencies	Initial	1 (3%)	9 (31%)	13 (45%)	4 (14%)	2 (7%)
	Final	14 (48%)	7 (24%)	7 (24%)	1 (3%)	0 (0%)
7. Positive vs. negative relationship with parents	Initial	1 (3%)	10 (34%)	15 (52%)	3 (10%)	0 (0%)
	Final	13 (45%)	8 (28%)	8 (28%)	0 (0%)	0 (0%)

*Numbers above columns each refer to a point of a five-point scale measuring a presumably continuous dimension.

APPENDIX K-4

A Summary of Comparisons Between Initial and Final Ratings of Kindergarten Teachers Made By the Project Director

Item		Mean	Standard Deviation	t	p	Deficient* N	Deficient* %
1. Used appropriate vs. inappropriate teaching techniques	Initial	2.93	.78	7.60	<.01	22	75
	Final	3.97	.93			9	31
2. Aware vs. unaware of children's needs	Initial	2.62	.89	7.96	<.01	25	86
	Final	3.83	.81			11	38
3. Used positive vs. negative motivation	Initial	3.07	.69	8.87	<.01	21	73
	Final	4.24	.68			4	14
4. Used positive vs. negative reinforcement	Initial	3.10	.66	9.02	<.01	22	76
	Final	4.34	.60			2	7
5. Accomplished 100% vs. 0% of task objectives	Initial	2.97	.89	8.75	<.01	24	83
	Final	4.28	.74			3	10
6. Evident vs. not evident respect for parent competencies	Initial	3.10	.92	5.14	<.01	19	68
	Final	4.17	.91			8	27
7. Positive vs. negative relationship with parents	Initial	3.31	.70	8.43	<.01	18	62
	Final	4.17	.83			8	28

*Deficiency is defined as a rating of "three" or less on each five-point scale.

APPENDIX L

Frequency Distributions of Further Diagnostic Screening Test Battery and Follow Up Administered to Pupils Identified as Learning Disabled (N = 18)

Scores in Months	Beery Pre	Beery Post	Peabody Pre	Peabody Post	Oseretsky Pre	Oseretsky Post	Sievers Pre	Sievers Post
33-34	1							
35-36	6							
37-38	5							
39-40								
41-42								
43-44			1					
45-46	1						2	
47-48			2				2	
49-50	1	1					1	
51-52	1				1		1	
53-54	2	1	3		1			
55-56		2	2	1	1		1	
57-58	1	4	2	1	3			
59-60		1	1		2			
61-62			1	3	3		1	
63-64		5	2	2		2	1	
65-66		2	1	1	1	1	3	
67-68		1			1	3		
69-70				1	1	5	1	
71-72		1	1			1	3	1
73-74			1	2	1	3		1
75-76			1	3			1	
77-78				1				1

Standard Scores*	Goodenough-Harris Pre	Goodenough-Harris Post
61-62	3	
63-64		
65-66		
67-68		
69-70		
71-72		
73-74	2	
75-76		
77-78	1	1
79-80		2
81-82	1	
83-84	4	
85-86		
87-88		2
89-90	2	4
91-92	1	2
93-94	1	
95-96		2
97-98		1
99-100		
101-102		
103-104		1
105-106		

(continued)

APPENDIX L (continued)

Scores in Months	Beery		Peabody		Oseretsky		Sievers	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
79-80					1		1	15
81-82				1				
83-84								
85-86								
87-88				1		1		
89-90								
91-92								
93-94				1				

Standard Scores*	Goodenough-Harris	
	Pre	Post
107-108	1	1
109-110		
111-112		
113-114	1	1

*Mean of 100, standard deviation of 15.

APPENDIX M

Frequency Tabulations on the Glidewell Items for PCEE Pupils Identified as Having Emotional Problems (N=239) Both at the Time of Entry into the PCEE Program and Into Kindergarten and for PCEE Pupils Not Identified as Having Emotional Problems (N=386) at the Time of Entry Into Kindergarten

Item	Group	2 Often	1 Once in a while	0 Not at all	Blank
1. Eating (too much or too little)	ED-1971	48 (20%)	113 (48%)	76 (32%)	2
	ED-1972	20 (9%)	100 (45%)	103 (47%)	16
	Not ED-1972	32 (9%)	123 (35%)	201 (56%)	30
2. Sleeping (too much or too little)	ED-1971	17 (7%)	75 (32%)	145 (61%)	2
	ED-1972	5 (2%)	47 (21%)	168 (76%)	19
	Not ED-1972	6 (2%)	46 (13%)	300 (85%)	34
3. Stomach irregularities	ED-1971	6 (3%)	58 (24%)	173 (73%)	2
	ED-1972	2 (1%)	54 (24%)	169 (75%)	14
	Not ED-1972	1 (<1%)	49 (14%)	306 (86%)	30
4. Getting along with children	ED-1971	67 (28%)	120 (51%)	50 (21%)	2
	ED-1972	26 (12%)	104 (47%)	92 (41%)	17
	Not ED-1972	30 (8%)	124 (35%)	201 (57%)	31
5. Getting along with adults	ED-1971	71 (30%)	94 (40%)	72 (30%)	2
	ED-1972	27 (12%)	62 (28%)	131 (60%)	19
	Not ED-1972	33 (9%)	58 (16%)	264 (74%)	31
6. Unusual fears	ED-1971	17 (7%)	110 (46%)	110 (46%)	2
	ED-1972	7 (3%)	64 (29%)	153 (68%)	15
	Not ED-1972	3 (1%)	66 (19%)	287 (81%)	30
7. Nervousness	ED-1971	8 (3%)	92 (39%)	137 (58%)	2
	ED-1972	6 (3%)	67 (30%)	150 (67%)	16
	Not ED-1972	1 (<1%)	70 (20%)	285 (80%)	30
8. Thumbsucking	ED-1971	48 (20%)	21 (9%)	168 (71%)	2
	ED-1972	32 (14%)	24 (11%)	167 (75%)	16
	Not ED-1972	19 (5%)	30 (8%)	308 (86%)	29

(Cont'd.)

APPENDIX M (Cont'd.)

Item	Group	2 Often	1 Once in a while	0 Not at all	Blank
9. Overactivity	ED-1971	37 (16%)	84 (35%)	116 (49%)	2
	ED-1972	16 (7%)	65 (29%)	143 (64%)	15
	Not ED-1972	6 (2%)	71 (20%)	277 (78%)	32
10. Daydreaming	ED-1971	7 (3%)	98 (41%)	132 (56%)	2
	ED-1972	3 (1%)	75 (33%)	146 (65%)	15
	Not ED-1972	0 (0%)	71 (20%)	283 (80%)	32
11. Temper tantrums	ED-1971	22 (9%)	154 (65%)	61 (26%)	2
	ED-1972	8 (4%)	123 (55%)	92 (41%)	16
	Not ED-1972	5 (1%)	107 (30%)	246 (69%)	28
12. Crying	ED-1971	25 (11%)	173 (73%)	39 (16%)	2
	ED-1972	18 (8%)	142 (63%)	65 (29%)	14
	Not ED-1972	11 (3%)	170 (47%)	177 (49%)	28
13. Lying	ED-1971	6 (3%)	134 (57%)	97 (41%)	2
	ED-1972	4 (2%)	106 (48%)	113 (51%)	16
	Not ED-1972	3 (1%)	129 (36%)	224 (63%)	30
14. Tearing or breaking things	ED-1971	5 (2%)	135 (57%)	97 (41%)	2
	ED-1972	1 (<1%)	67 (30%)	155 (70%)	16
	Not ED-1972	0 (0%)	55 (15%)	301 (85%)	30
15. Wetting	ED-1971	35 (15%)	61 (26%)	142 (60%)	1
	ED-1972	20 (9%)	43 (19%)	161 (72%)	15
	Not ED-1972	5 (1%)	29 (8%)	322 (90%)	30
16. Speech	ED-1971	25 (11%)	73 (31%)	139 (59%)	2
	ED-1972	11 (5%)	30 (13%)	183 (82%)	15
	Not ED-1972	18 (5%)	43 (12%)	291 (83%)	34

APPENDIX N-1

Initial Teacher Ratings of Pupils' Adjustment on Items of the "Nursery School Adjustment Scale" During the Fall, 1972

1. Relationships with Peers

	1	2	3	4	5
	Poor		Fair		Good
ED*	18 (8%)	40 (19%)	72 (34%)	52 (24%)	32 (15%)
NED	6 (1%)	23 (5%)	139 (33%)	155 (36%)	104 (24%)
Total	25 (4%)	63 (10%)	215 (33%)	207 (32%)	140 (22%)

2. Relationships With Nursery School Teachers

	1	2	3	4	5
	Poor		Fair		Good
ED	17 (8%)	42 (20%)	62 (29%)	48 (22%)	45 (21%)
NED	3 (1%)	24 (6%)	116 (27%)	177 (41%)	107 (25%)
Total	20 (3%)	67 (10%)	182 (28%)	226 (35%)	155 (24%)

3. Creative Use of Individual Activities

	1	2	3	4	5
	Poor		Fair		Good
ED	9 (4%)	21 (10%)	88 (41%)	52 (24%)	44 (21%)
NED	1 (<1%)	14 (3%)	122 (29%)	154 (36%)	136 (32%)
Total	10 (2%)	35 (5%)	212 (33%)	207 (32%)	186 (29%)

4. Signs of Behavioral Immaturity

	1	2	3	4	5
	Many		Few		None
ED	12 (6%)	50 (23%)	62 (29%)	52 (24%)	38 (18%)
NED	5 (1%)	36 (8%)	108 (25%)	150 (35%)	128 (30%)
Total	17 (3%)	88 (14%)	171 (26%)	206 (32%)	168 (26%)

5. Signs of Behavioral Eccentricity

	1	2	3	4	5
	Many		Few		None
ED	15 (7%)	50 (23%)	58 (27%)	44 (21%)	47 (22%)
NED	4 (1%)	37 (9%)	88 (21%)	148 (35%)	150 (35%)
Total	19 (3%)	88 (14%)	148 (23%)	194 (30%)	201 (31%)

6. Deviance in Family Structure

	1	2	3	4	5
	Gross		Minor		None
ED	7 (3%)	18 (8%)	25 (12%)	65 (30%)	99 (46%)
NED	7 (2%)	11 (3%)	31 (7%)	102 (24%)	276 (65%)
Total	14 (2%)	29 (4%)	58 (9%)	167 (26%)	382 (59%)

(continued)

APPENDIX N-1 (continued)

7. Pathological Family Structure

	1 Gross	2	3 Minor	4	5 None
ED	5 (2%)	21 (10%)	32 (15%)	52 (24%)	104 (49%)
NED	1 (<1%)	7 (2%)	35 (8%)	75 (18%)	309 (72%)
Total	6 (1%)	28 (4%)	68 (10%)	129 (20%)	419 (64%)

Total Adjustment Score

	Low	Low Medium	High Medium	High
ED	21 (10%)	19 (9%)	39 (18%)	135 (63%)
NED	1 (<1%)	7 (2%)	41 (10%)	378 (89%)
Total	22 (3%)	27 (4%)	80 (12%)	521 (80%)

*Total represents 650 pupils evaluated twice.
ED represents 214 pupils identified as having emotional problems.
NED represents 427 pupils identified as having no emotional problems.

APPENDIX N-2

Final Teacher Ratings of Pupils' Adjustment on Items of the "Nursery School Adjustment Scale" During the Spring, 1973

1. Relationships with Peers

	1	2	3	4	5
	Poor		Fair		Good
ED*	4 (2%)	20 (9%)	55 (26%)	73 (34%)	62 (29%)
NED	3 (1%)	12 (3%)	78 (18%)	157 (37%)	177 (41%)
Total	9 (1%)	32 (5%)	133 (20%)	233 (36%)	243 (37%)

2. Relationships with Nursery School Teachers

	1	2	3	4	5
	Poor		Fair		Good
ED	3 (1%)	16 (7%)	50 (23%)	77 (36%)	68 (32%)
NED	3 (1%)	14 (3%)	78 (18%)	136 (32%)	196 (46%)
Total	7 (1%)	31 (5%)	129 (20%)	216 (33%)	267 (41%)

3. Creative Use of Individual Activities

	1	2	3	4	5
	Poor		Fair		Good
ED	4 (2%)	8 (4%)	70 (33%)	58 (27%)	74 (35%)
NED	4 (1%)	9 (2%)	75 (18%)	128 (30%)	211 (49%)
Total	9 (1%)	18 (3%)	145 (22%)	188 (29%)	290 (45%)

4. Signs of Behavioral Immaturity

	1	2	3	4	5
	Many		Few		None
ED	7 (3%)	23 (11%)	51 (24%)	71 (33%)	62 (29%)
NED	5 (1%)	18 (4%)	75 (18%)	157 (37%)	172 (40%)
Total	12 (2%)	43 (7%)	127 (20%)	232 (36%)	236 (36%)

5. Signs of Behavioral Eccentricity

	1	2	3	4	5
	Many		Few		None
ED	4 (2%)	30 (14%)	49 (23%)	83 (39%)	48 (22%)
NED	4 (1%)	23 (5%)	79 (19%)	156 (37%)	165 (39%)
Total	9 (1%)	53 (8%)	131 (20%)	240 (37%)	217 (33%)

6. Deviance in Family Structure

	1	2	3	4	5
	Gross		Minor		None
ED	6 (3%)	13 (6%)	18 (8%)	47 (22%)	130 (61%)
NED	2 (<1%)	12 (3%)	50 (12%)	80 (19%)	283 (66%)
Total	8 (1%)	25 (4%)	70 (11%)	128 (20%)	419 (64%)

(continued)

APPENDIX N-2 (continued)

7. Pathological Family Structure

	1 Gross	2	3 Minor	4	5 None
ED	4 (2%)	9 (4%)	18 (8%)	51 (24%)	132 (62%)
NED	2 (<1%)	10 (2%)	37 (9%)	58 (14%)	320 (75%)
Total	6 (1%)	19 (3%)	58 (9%)	111 (17%)	456 (70%)

Total Adjustment Score

	Low	Low Medium	High Medium	High
ED	5 (2%)	9 (4%)	20 (10%)	180 (84%)
NED	4 (1%)	4 (1%)	31 (7%)	388 (91%)
Total	10 (2%)	15 (2%)	49 (8%)	576 (89%)

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*Total represents 650 pupils evaluated twice.
ED represents 214 pupils identified as having emotional problems.
NED represents 427 pupils identified as having no emotional problems.

APPENDIX N-3

Kindergarten Teacher Ratings of Pupils' Adjustment For All PCEE Pupils (N = 617), PCEE Pupils Identified as Having Emotional Problems (N = 239), and PCEE Pupils Identified as not Having Emotional Problems (N = 378)

1. Relationships with Peers

	1	2	3	4	5
	Poor		Fair		Good
Total*	9 (1%)	29 (5%)	115 (19%)	249 (40%)	215 (35%)
ED	6 (3%)	13 (5%)	55 (23%)	99 (41%)	66 (28%)
Not ED	3 (1%)	16 (4%)	60 (16%)	150 (40%)	149 (39%)

2. Relationships With Kindergarten School Teachers

	1	2	3	4	5
	Poor		Fair		Good
Total	11 (2%)	24 (4%)	126 (20%)	211 (34%)	245 (40%)
ED	8 (3%)	12 (5%)	67 (28%)	84 (35%)	68 (28%)
Not ED	3 (1%)	12 (3%)	59 (16%)	127 (34%)	177 (47%)

3. Creative Use of Individual Activities

	1	2	3	4	5
	Poor		Fair		Good
Total	12 (2%)	24 (4%)	133 (22%)	267 (43%)	182 (29%)
ED	5 (2%)	9 (4%)	58 (24%)	100 (42%)	67 (28%)
Not ED	7 (2%)	15 (4%)	75 (20%)	167 (44%)	115 (30%)

4. Signs of Behavioral Immaturity

	1	2	3	4	5
	Many		Few		None
Total	6 (1%)	45 (7%)	78 (13%)	207 (34%)	281 (46%)
ED	4 (2%)	27 (11%)	40 (17%)	81 (34%)	87 (36%)
Not ED	2 (1%)	18 (5%)	38 (10%)	126 (33%)	194 (51%)

5. Signs of Behavioral Eccentricity

	1	2	3	4	5
	Many		Few		None
Total	11 (2%)	37 (6%)	87 (14%)	208 (34%)	275 (45%)
ED	4 (2%)	20 (8%)	51 (21%)	77 (32%)	87 (36%)
Not ED	7 (2%)	17 (4%)	36 (10%)	131 (35%)	188 (50%)

---

*Total represents 617 pupils evaluated
ED represents 239 pupils identified as having emotional problems
Not ED represents 378 pupils identified as not having emotional problems.

APPENDIX O

Frequency Distributions of Further Screening Battery and Follow Up Administered to Pupils Identified as Mentally Retarded (N = 15)*

Scores in Months	TESTS			
	Stanford-Binet		Vineland Social Maturity	
	Pre	Post	Pre	Post
23-24			1	
25-26				
27-28				
29-30				
31-32				
33-34				1
35-36			1	
37-38				
39-40	1			
41-42			1	
43-44	1			
45-46				
47-48	1		3	
49-50	3		1	
51-52	1	1	1	
53-54	1			
55-56	1	3	4	1
57-58	3	3		
59-60		1		
61-62	1	1	1	
63-64	1	1		1
65-66		1		2
67-68				4
69-70		2		2
71-72			1	2
73-74		1		
75-76			1	
77-78				2

*One child was considered to be untestable on the Stanford-Binet Intelligence Test.

APPENDIX D

Saturday School: A Success Story

A School & Home Learning Program
For Four Year Olds

Parent-Child Early Education Program
Ferguson-Florissant School District

Early Education
A Comment:

Educators who have long been disturbed by the evident inability of school remedial programs to remedy educational deficiencies in young children, and who have watched the academic disadvantage with which some children enter the first grade grow and deepen in the primary years, are deeply concerned to know if the fault lies in the educational system itself or in something which happens—or does not happen—to children before they enter school. Is a child "set" for success or failure in school by his experiences in the earliest years of his life?

The question cannot easily be avoided, since already we have exhausted a long list of possible remedies for the defeat, passivity, and rejection which overwhelm many of our children in school—and still the problems persist. We now need to look at a part of the equation which we have been leaving out: the incredibly productive years from birth to five or six, when all children *do* learn, and do so with an intensity, effectiveness, and retention which they may never again experience. What is learned in those years, in attitudes, perception of the world, and concept of self, may be so well learned that no later education can change it. If so, what we call the preschool years are really those in which the most significant schooling of all takes place.

From the Title III Quarterly, by

Miss Kay Curley-Chief

Member, National Advisory Council
on Supplementary Centers and Services

The Program's First Year, 1971-2,

A Report:

All four year olds living in the district are eligible to enroll, including children with special problems and handicaps.

During the first year, the district wide program:

✓ enrolled

820, approximately 70% of the district's four year olds.

✓ employed

25 half-time teachers.

10 part-time consultant specialists representing the following special fields: testing and evaluation, learning disabilities, special education, speech and language, audiology, child psychology and family counseling.

one part time disseminator, responsible for public and parent directed materials, including the Home Activity Guide.

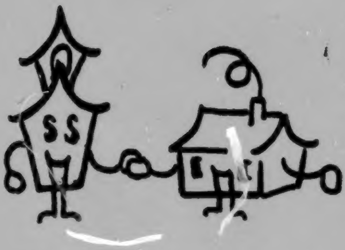
✓ involved

over 95% of the parents as teaching partners in the classroom.

approximately 60 high school and college student volunteers as teacher aides, with some working individually with certain children.

The per pupil cost of the program was approximately $175.

This program is funded under Title III, ESEA.



School and Home Join Hands

to form an effective teaching partnership

At School on Saturdays, four year olds attend a morning or afternoon class.

At Home through the week, parents informally continue the learning experiences.

Parents come into the classroom; teachers go into the home.

AT SCHOOL ON SATURDAYS, four year olds attend either a morning or afternoon class in the kindergarten room of a neighboring elementary school.

AT HOME THROUGH THE WEEK, parents continue the learning experiences with skill development games and activities. Parents receive weekly activity guides suggesting things to do at home.

PARENTS COME INTO THE CLASSROOM to teach during the small group instruction periods. Their fair share is a turn at teaching once every six weeks. Their participation makes possible a classroom ratio of one adult for every four to six children.

TEACHERS GO INTO THE HOME for regularly scheduled teaching visits. Each child's needs determine how frequently he is visited: 75% are seen weekly; some twice a week; others, twice a month.

THE LEARNING ACTIVITIES AT HOME AND SCHOOL focus on the development of skills that will facilitate later learning: language skills, hand-eye coordination, math and science concepts, auditory and visual discrimination, gross motor skills, the creative arts, as well as social growth.

GROWTH EXPERIENCES FOR PARENTS are an equally important part of the program. They have an opportunity at school and during home visits to observe appropriate techniques for teaching young children.

A Close Look at Every Child

by teachers, parents, . . . and specialists, as needed

AN INITIAL EVALUATION OF EACH CHILD'S needs and abilities is made by his teachers and parents before the start of school. These are carefully reviewed and those children who evidence a need receive further indepth diagnosis.

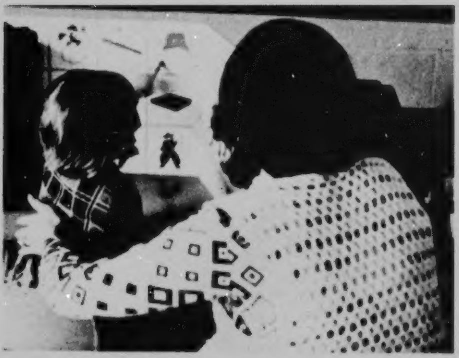
MORE THAN 40% OF THE CHILDREN EVIDENCED THIS NEED for further evaluation due to: visual, hearing, or speech impairment; low intellectual functioning; emotional problems; language difficulties; or perceptual disorders.

CHILDREN WITH SPECIAL PROBLEMS AND HANDICAPS are integrated into the regular classroom program.

THE BROAD RANGE OF SERVICES provided by staff specialists to children with special needs includes: prescribing a personalized program; through the year guidance and counseling with the child, his teacher, and parents; and continued classroom observation and contact.

TEACHERS HAVE FREQUENT CONTACT WITH SPECIALISTS at weekly inservice and as specialists visit schools on Saturday. This affords teachers a unique opportunity to discuss any problems they may encounter with students.

MANY OF THE STUDENTS' LEARNING PROBLEMS WERE REMEDIATED by the close of the Saturday School year because of the project's comprehensive testing, diagnosis, and follow through.



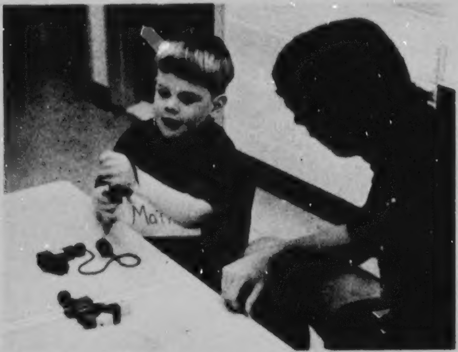
The evaluation of every child includes hearing and vision testing.

Approximately 40% of the students indicated a need for further indepth diagnosis.

Children with special problems are assessed by all staff specialists.

Teachers brief parents; parents then instruct small groups of children.

School on Saturday gives fathers an opportunity to participate.



High School students in Child Care and Development classes assist in Saturday School. Here a blind student receives individual attention.

A Day at School

with 20 classmates

CHILDREN FROM TWO OR THREE NEIGHBORING SCHOOLS come to one Saturday School Center, where two or three classes of 20 are each staffed by a teacher, parent volunteers, and high school aides.

TEACHERS MEET WITH EACH TEACHING PARENT before the children arrive to outline and demonstrate their teaching assignment. Parents receive a parent activity card that serves as reference and reassurance. Although most of the parent-teachers are mothers, many fathers participate too. All centers have an occasional "fathers only" day.

A TYPICAL SCHEDULE for the students' two and one-half hour school day includes:

OPENING ACTIVITIES - The class meets together for a brief learning activity and to sing and meet the parent-teachers.

SMALL GROUP INSTRUCTION PERIODS - The children rotate in small groups to four learning centers. A permanently stationed parent or teacher conducts the 15 minute activity periods for each group.

One activity may be in language development, another math concepts, another gross motor, another a creative experience. These activities provide flexibility for the individual differences in children.

CREATIVE PLAY - an independent play period.

CLOSING ACTIVITIES - The children reassemble for a song and story.

THE PARENTS' ACTIVE PARTICIPATION at school affords them a unique opportunity to see their child perform in relation to others his own age.

A Week at Home

in an enriched environment

DIRECT INVOLVEMENT OF PARENTS in the program has increased their awareness of the many ways in which the HOME is a learning center and the PARENT a teacher.

The "classroom" at home may be any time, anywhere......workshop or kitchen.

PARENTS RECEIVE A WEEKLY HOME ACTIVITY GUIDE that suggests a broad range of games and activities relating to the skills being taught at school. During home teaching visits the teachers indicate which activities will most benefit each individual child.

PARENTS ARE ENCOURAGED TO "SPONTANEOUSLY" INTRODUCE, rather than formally present, the learning activities into their child's daily schedule.

MANY PARENTS REPORT THAT THE RELATIONSHIP with their child improves immeasurably during the year because they take more time to talk with, and spontaneously teach, their child.

Home Teaching Visits may be with one child or a few. Mothers participate too.

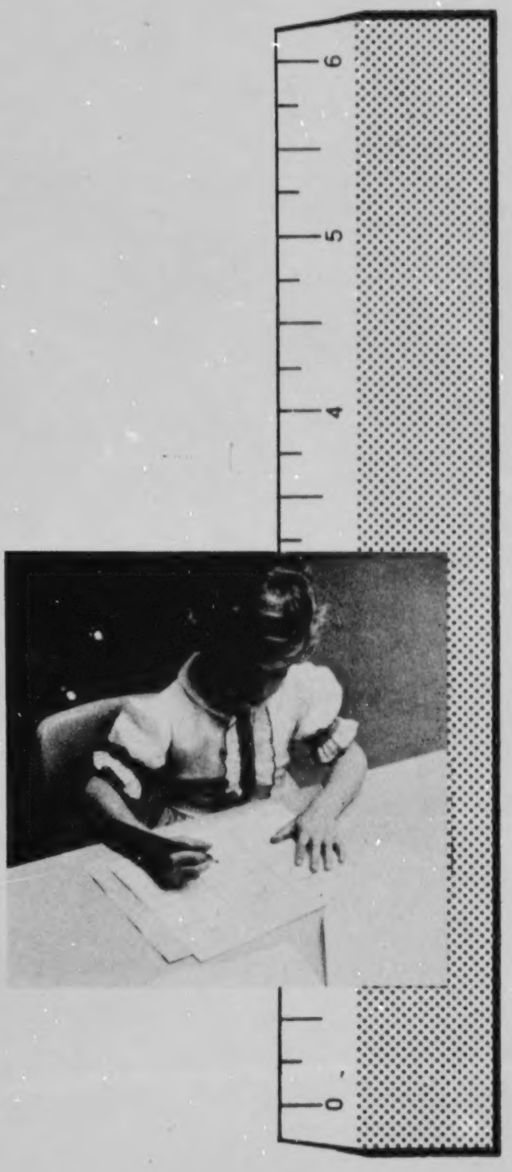
REGULARLY SCHEDULED HOME TEACHING VISITS, with one child or a few neighboring children, include the parents as well. DURING THE 30-45 MINUTE VISIT the teacher discusses the previous week's progress; involves the child and parent in three to six learning activities; and lets the four year old select a book from the lending library.

HOME VISITS PROVIDE TEACHERS with an opportunity to individualize the program to meet each student's needs and to know the child in a way classroom contact alone would not permit.

Children with special problems are seen regularly by language or learning disability specialists.

CHILDREN WITH LEARNING OR COMMUNICATION PROBLEMS are visited regularly by a specialist or teacher-specialist once or twice a week.

Made to Measure



PRE AND POSTTESTING included measures of mental age, language age, and visual-motor integration.

PARENTS ALSO EVALUATED their child's development on a 65 skill and behavior checklist at the beginning and close of the year.

TEACHERS RATED the children on an adjustment and self-esteem scale.

CHILDREN WHO EVIDENCED A NEED, received further indepth diagnosis for speech, learning problems, or possible mental retardation.

VISION AND HEARING TESTS were given to every child at the start of the school year.

THE ENTERING KINDERGARTEN SCORES of the program's first year students included cognitive skill comparisons between students with no preschool experience and students with some kind of preschool experience.

PARENT AND TEACHER COMPETENCIES were evaluated at the beginning and close of the year as well.

THE PROGRESS OF SATURDAY SCHOOL students will continue to be measured through the first year of the primary unit.

Gains and Growth

A FIRST YEAR GOAL was that during the seven months between testings, each child would show an eight months' gain in: intellectual growth, language development, and visual motor skills.

THE END OF THE YEAR EVALUATION showed that a large majority of the children exceeded these expectations. (See Table 1)

THE AVERAGE GAINS made by the total number of children enrolled were:

- 16 months in intellectual growth
- 13 months in language development
- 10 months in visual-motor skill development

THE GAINS MADE BY THE THIRD of the children with the lowest entering scores, including many of those children found to have various PROBLEMS AFFECTING THEIR LEARNING, were even greater:

- 17.7 months in intellectual growth
- 21.0 months in language development
- 16.0 months in perceptual skill development

CHILDREN INITIALLY SCORING IN THE MIDDLE THIRD gained an average of:

- 16 months in intellectual growth
- 12 months in language development
- 8 months in perceptual skill development

THE UPPER THIRD showed the least significant gains:

- 14 months in intellectual growth
- 4 months in language development
- 7 months in perceptual skill development

THE CHILDREN'S FEELINGS ABOUT THEMSELVES and their relationships with others showed equally significant gains. (See Table 4)

THE PROGRESS MADE BY THE CHILDREN WITH SPECIAL PROBLEMS OR HANDICAPS was particularly significant. Many learning difficulties had been remediated by the end of the year!

GAINS MADE BY THE 18 CHILDREN diagnosed as truly LEARNING DISABLED were especially significant, particularly in the areas of language and motor development. By the close of the year 12 were functioning at levels commensurate with their chronological age. (See Table 7)

Of the 33 students recommended for testing, 11 WERE DIAGNOSED as falling within the LEVELS OF BORDERLINE OR MILD RETARDATION. At the close of the year only three pupils still fell within these levels of retardation.

The 241 PUPILS IDENTIFIED AS HAVING EMOTIONAL PROBLEMS showed a marked improvement by the end of the year in their behavioral patterns and ability to adjust. (See Tables 8 and 9)

UPON ENTERING KINDERGARTEN, SATURDAY SCHOOL STUDENTS and students with other preschool experience scored significantly higher on cognitive tests when compared to students with no preschool experience. Saturday School students scored higher than students with other preschool experience on the total test, as well as on two of the sub-tests. In no case did students with other preschool experience score significantly higher than Saturday School students. (See Tables 2 and 3)

PARENTS SHOWED GAINS as well. There were statistically significant changes in their abilities to interact with their children, in awareness of the child's needs, and their use of more appropriate reinforcement and motivation techniques. (See Tables 10 and 11)

TEACHERS' COMPETENCIES improved by the end of the year in all areas: among them, appropriate teaching techniques; awareness of children's needs; relationships with parents; relaying effective teaching methods to parents. (See Table 13)

An Ounce of Detection,

can save a pound of cure!

The preceding figures and facts and the following tables and interpretations tell only a part of the success story. The picture is incomplete unless also viewed in terms of the individual child and his parents---the Toms, Sues, Janes, Kevins and their mothers and dads ---who spent a year in the program and personally felt its impact.

APPROXIMATELY 40% OF THE FIRST YEAR STUDENTS were found to have some kind of problem affecting their learning. These 347 students represent a broad range of problems---not only in nature, but in degree. Meet a representative few[*]

Karen had all the earmarks of an emotionally disturbed, mentally retarded child. Her parents were extremely anxious about her emotional outbursts and inability to learn the simplest of things. She was unable, for example, to identify colors, even after often repeated attempts to teach them to her.

Despite this, a few inconsistencies in her test pattern and performance indicated she might have a capacity for learning beyond that which she had shown.

Prescriptions for learning and behavior modification were designed for both home and school so parents and teachers could use consistent patterns of motivation and positive reinforcement. The specialist's home teaching visits concentrated on concept and language development, as well as modification of the mother's method of teaching Karen and controlling her behavior.

By the close of the year, Karen tested well within the normal range of intellectual functioning. Her behavior had modified to the point where she could enter the regular kindergarten class and achieve success. By mid year, she was beginning to read!

* * *

At the age of three, Harold was diagnosed by a leading clinic as being severely retarded. There was initially little surface evidence to question this diagnosis.

He did not initiate conversation, but would repetitiously echo any statement made to him without comprehending its meaning. He did not even understand the concept of yes and no. He would unaccountably do something, not once but ten times (i.e., run back and forth to wash his hands over and over and over, etc.)

The special education specialist noted, however, that Harold had learned to read precociously on his own. But there was no indication that he really understood what he was reading.

Through interview and observation the special education specialist reconstructed Harold's particular style of learning and prescribed a unique system of teaching him language. Very simply stated: He started with learning the concept of the printed word and worked toward comprehension of the spoken word. He is being seen weekly by both the language and learning disability specialists.

Harold is presently diagnosed[**] as having well above normal intelligence, but with a severe associative learning disability that can, perhaps, gradually be surmounted through utilization of appropriate teaching methods.

* * *

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[*] The names have been changed. The facts of their cases have not.

[**] Program specialists have the advantage of observing a child over a period of time in a number of varying circumstances: at home, school; in learning and social situations. Clinic diagnosticians frequently see the child for a limited period of time in only a testing situation.

Jack, blind from birth, came from a home environment that offered every stimulus for learning except through sight. Yet his ability to express himself verbally was significantly below that which could be accounted for by blindness alone.

The hearing testing by the program's audiologist and subsequent indepth examinations by a private agency for the deaf, revealed marked hearing loss in both ears.[*] *Jack was fitted with hearing aids and an extensive language-learning program, developed by a staff specialist, was intensely carried through by his family.*

Following a summer language development course at a university clinic, he was accepted by the Missouri School for the Blind. A year earlier his ability to meet their entrance standards had been extremely doubtful due to his severe deficiency in language.

* * *

MOST TYPICAL OF THE VAST MAJORITY of cases are those who enter the program without their parents even detecting or suspecting a problem of any kind. These are the children who would enter the mainstream of the public school system to undoubtedly falter, perhaps even fail.

Cindy had exceptionally good expressive language skills, but she could not listen, comprehend what she heard, or follow simple directions.

The specialist and Cindy's parents worked with her on auditory association, memory, and comprehension skills.

At the beginning of the year Cindy had a deficit of one year, six months in auditory skills. By the close of the year these skills were found to be six months above her age level.

* * *

Stacey had a specific disability detected through testing. She could not label things, even common objects around the house. She could not identify an object as a book even after being told, "This is a book."

The language development specialist concentrated on labeling through all the senses: seeing it, feeling it, tasting it, and hearing what it was called.

At the beginning of the year Stacey had a vocabulary deficit of one year, three months. At the end of the year her vocabulary skills were found to be one year, six months above age level: two years, nine months gain.

* * *

Joe had a serious auditory memory problem. He could not remember what happened the day before, the hour before, or what he had just been told. Although quite verbal, he did not fully understand what he was saying, nor react properly to the spoken word.

The communication specialist improved Joe's auditory memory by pairing it with his strong visual memory skill. She taught him to visualize a picture of what he was hearing and to repeat simultaneously with silent lips what he heard. His mother, initially surprised that any problem existed, worked with him diligently throughout the year.[**]

Joe's kindergarten teacher reports she can see his concentrated effort to remember and lip movement is still evident ---but he is remembering and meeting with success.

* * *

This program provides MORE than early education. It also provides comprehensive testing, diagnosis, and treatment. THIS EARLY DETECTION AND APPROPRIATE INTERVENTION MAKES A DIFFERENCE. For many of the program's students, it may have prevented more serious, long-lasting learning problems.

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[*] Children requiring certain types of testing or indepth diagnosis may be referred to private or public agencies.

[**] The nature of the program provides opportunities to affect change in the home and enlist parent help and cooperation, without which success would be limited.

From Four to Five

Implications for the Kindergarten Program:

SATURDAY SCHOOL TEACHERS CONVEY PERTINENT INFORMATION about each student to the kindergarten teacher who will receive him. This is done at an end of the year in-service so the teachers can confer personally as they pass on the records.

CURRICULUM ADJUSTMENTS already have been made in the kindergarten program because of the significant overall gains of the Saturday School students. Reading is a part of the curriculum for the majority of the kindergarten children.

PARENT PARTICIPATION IN THE CLASSROOM, initiated in Saturday School, is now continuing into the kindergarten. This allows for continued small group instruction.

OCCASIONAL HOME VISITS TO ALL STUDENTS by their kindergarten teachers are being scheduled.

SPECIAL SERVICES ARE CONTINUING for former Saturday School students with learning problems. The program's specialists provide follow-up and suggest appropriate teaching techniques. Title I teachers in designated Title I schools provide direct service through individualized teaching.

Table Talk

The Program's Impact: An Evaluation

The evaluation of the project during its first year centered around some 42 different product and process objectives. These objectives were concerned with the project's impact on three different groups: CHILDREN, PARENTS, and STAFF. Obviously, it is not possible to report findings concerning all 42 objectives. Therefore, a selection has been made to convey, in part, the impact the project has had on each of these three groups.

THE FOLLOWING FINDINGS ILLUSTRATE, in this order,

The program's impact on the CHILD

The ways in which PARENTS have changed

The project's influence on TEACHERS

FOURTEEN TABLES and their interpretation by the project's evaluator follow.

PROJECT EVALUATOR:

Alice Klein, Ph.D.
Asst. Professor of Education
University of Missouri, St. Louis

Where it Counts! The Child

First, a Look at All the Children

STUDENTS' STANDARDIZED SCORES: Before and After

ALL OF THE PROGRAM'S FOUR YEAR OLDS were administered a battery of three tests at the beginning of the program year and again, seven months later, at the end of the program year. The tests used were:

The Slosson Intelligence Test (1971),
which yields a mental age score;

Sub-test 3 of the Sievers Differential Language Facility Test (1957),
which yields a language age score; and

the Beery Test of Visual Motor-Integration (1967),
which yields a perceptual age score.

The results may be seen in Table 1.

Table 1
Results of Preliminary Screening Battery Administered at the Beginning and End of the Program Year: Slosson Intelligence Test, Sievers Differential Facility Test (Subtest 3), and the Beery Developmental Test of Visual Motor Integration (N=752)

Name of Test		Mean	Standard Deviation	t	p	Ranges of Scores
Slosson (M.A.)	Pre	61.60	10.29	51.03	<.01	24-92
	Post	77.40	10.76			39-112
Sievers (L.A.)	Pre	51.91	11.56	27.58	<.01	24-81
	Post	65.17	10.23			33-84
Beery (P.A.)	Pre	53.40	10.42	30.79	<.01	33-95
	Post	63.77	10.08			33-112

THERE WERE STATISTICALLY SIGNIFICANT CHANGES in all three tests with higher mean scores obtained in the end of the year administration of the battery.

Since the AVERAGE CHRONOLOGICAL AGE OF STUDENTS ENTERING in the fall of 1971 was 54 months, it was expected that their average mental, language, and perceptual ages would also be approximately 54 months. The data in Table 1 show that the average entering MENTAL age was seven and one-half months higher than expected, while the average entering LANGUAGE AND PERCEPTUAL ages were only slightly lower than expected.

UPON EXIT FROM THE PROGRAM, the average chronological age was 61 months. The average MENTAL age obtained in this testing was 77 months, 16 months higher than is usually obtained in norming samples; the average LANGUAGE age was 65 months, four months higher than that usually obtained; and the average PERCEPTUAL age was 64 months, three months higher than is usually obtained.

THE MAJOR GOAL for the seven month period between testings was a gain for all pupils of at least eight months in mental, language, and perceptual age. The results exceeded expectations.

MENTAL AGE - The children made an average gain of 16 months during the seven months, with 86% of the students gaining eight or more months in mental age. The one-third of the pupils with the lowest entering scores gained the most: an average of 18 months. The middle third gained an average of 16 months, and the top third an average of 14 months.

LANGUAGE AGE - During the seven months between testings, the children made an average gain of 13 months in language age, with 67% of all pupils exceeding eight months' gain. Students scoring in the LOWEST ONE-THIRD on entering gained the most: an average of 21 months. THE MIDDLE THIRD gained an average of 12 months, and the TOP THIRD gained an average language age of four months.

PERCEPTUAL AGE - An average gain of ten months was made during the seven months, with 57% of all pupils gaining eight or more months in perceptual age. The ONE-THIRD of the pupils with lowest entering scores gained an average of 16 months; the MIDDLE THIRD an average of eight months; and the UPPER THIRD an average of seven months of perceptual age.

SATURDAYS' STUDENTS COMPARED: The Kindergarten Follow-Up

UPON ENTRY INTO KINDERGARTEN, the Saturday School students were compared with pupils with no preschool experience who had entered kindergarten in the school district the previous year (the Control Group).

Scores on the Screening Test of Academic Readiness were used for this comparison. Table 2 summarizes the STAR battery results.

STATISTICALLY SIGNIFICANT RESULTS were obtained on five of the eight subtests of the STAR as well as on the Total scores.

ALL OF THESE SIX COMPARISONS showed that Saturday School students obtained higher mean scores than did this no preschool comparison group. Saturday School students tended to score higher in such areas of cognitive skills as:

- Picture Vocabulary,
- Letters,
- Picture Description,
- Relationships, and
- Numbers.

THERE WERE NO DIFFERENCES between the two groups on:

- Picture Completion,
- Copying, or
- Human Figure Drawing.

Table 2

Summary of Results Comparing PCEE Pupils Upon Entry into Kindergarten in Fall, 1972 ($\underline{N}$=681) to Control Kindergarten Pupils Upon Entry into Kindergarten in Fall, 1971 ($\underline{N}$=911) on the Screening Test of Academic Readiness

VARIABLE		Group	$\overline{X}$	Standard Deviation	F	P
STAR I	Picture Vocabulary	PCEE	9.12	2.12	6.43	<.025
		Control	9.43	2.24		
II	Letters	PCEE	6.41	2.49	33.12	<.005
		Control	5.61	2.88		
III	Picture Completion	PCEE	4.57	1.67	1.34	n.s.
		Control	4.48	1.60		
IV	Copying	PCEE	2.92	1.34	1.34	n.s.
		Control	3.00	1.31		
V	Picture Description	PCEE	6.18	1.76	16.06	<.005
		Control	5.82	1.81		
VI	Human Figure Drawing	PCEE	9.81	3.13	2.84	n.s.
		Control	9.53	3.32		
VII	Relationships	PCEE	6.73	1.39	19.45	<.005
		Control	6.40	1.57		
VIII	Numbers	PCEE	8.69	3.71	13.56	<.005
		Control	7.95	4.11		
Total		PCEE	54.98	11.40	19.00	<.005
		Control	52.26	12.93		

ADDITIONAL COMPARISONS were made between:

- students who attended Saturday School,
- students with other kinds of preschool experience, and
- students with no preschool experience of any kind.

The STAR, administered in the fall of 1972, was the dependent variable. The results of these comparisons are in Table 3.

STATISTICALLY SIGNIFICANT RESULTS were obtained on every subtest but one as well as on the Total scores of the STAR. Only on the Copying subtest were the differences between the means of the groups not statistically significant.

Table 3

Results of Analyses of Variance and Duncan's Multiple Range Tests with Extension for Unequal Replications for Entering Kindergarten Pupils (1972) on the Screening Test of Academic Readiness

Variable	F	Group[1]	$\bar{X}$ and Duncan's Results[2]	Standard Deviation
STAR I Picture Vocabulary	13.63 $p<.005$	PCEE	9.72	2.13
		P-S	9.78 b,d	2.46
		Control	8.94	2.43
II Letters	27.87 $p<.005$	PCEE	6.41	2.49
		P-S	6.34 b,d	2.56
		Control	5.08	2.99
III Picture Completion	3.69 $p<.05$	PCEE	4.57	1.60
		P-S	4.61 b,d	1.68
		Control	4.29	1.67
IV Copying	1.85 n.s.	PCEE	2.91	1.34
		P-S	3.02	1.44
		Control	2.79	1.32
V Picture Description	16.34 $p<.005$	PCEE	6.18	1.76
		P-S	5.83 b,d	1.87
		Control	5.49	1.79
VI Human Figure Drawing	16.29 $p<.005$	PCEE	9.81	3.13
		P-S	9.22 a,b,d	3.42
		Control	8.53	3.44
VII Relationships	10.89 $p<.005$	PCEE	6.73	1.39
		P-S	6.48 a,b	1.72
		Control	6.26	1.54
VIII Numbers	20.78 $p<.005$	PCEE	8.69	3.71
		P-S	8.78 b,d	4.05
		Control	7.04	4.12
Total	31.68 $p<.005$	PCEE	54.98	11.40
		P-S	53.97 a,b,d	13.49
		Control	48.23	13.68

[1] Entering kindergarteners were identified as belonging to one of three groups: PCEE = pupils who had participated in the first project year program (N=681); pupils with Pre-School Experience (N=200); and, Control = pupils with no preschool experience of any kind (N=302).

[2] Results of the Duncan's Multiple Range Tests are given in the following codes:

a = the PCEE mean was statistically significantly higher than the preschool group mean.
b = the PCEE mean was statistically significantly higher than the control group mean.
c = the Preschool mean was statistically significantly higher than the PCEE group mean.
d = the Preschool mean was statistically significantly higher than the control group mean.
e = the Control group mean was statistically significantly higher than the PCEE group mean.
f = the Control group mean was statistically significantly higher than the preschool group mean.

ON THOSE SUBTESTS (measuring the areas of Picture Vocabulary, Letters, Picture Description, Human Figure Drawing, Numbers, and Total Readiness), both the Saturday School and Pre-School groups had higher mean scores than the group with no preschool experience.

ON THE RELATIONSHIPS SUBTEST, only the Saturday School group had a higher mean score than either of the other two groups.

ON THE HUMAN FIGURE DRAWING AND RELATIONSHIPS SUB-TESTS as well as on the TOTAL TEST, the Saturday School group means exceeded those of the pre-school group.

SELF-ESTEEM

ALL SATURDAY SCHOOL STUDENTS were rated by their teachers on five-point scales taken from Coopersmith's Behavior Rating Form (1967). Ratings were made at both the beginning and the end of the program year. The results of the analyses of these ratings are in Table 4.

Table 4

A Summary of Initial and Final Teacher Ratings of Pupils' Self-Esteem (N=755)

Item		Mean*	Standard Deviation	t	p	Deficient** N	Deficient** %
1. Child adapts easily to new situations, feels comfortable in new settings, enters easily into new activities	Initial	3.42	.89	10.36	<.01	122	16
	Final	3.76	.81			60	8
2. Child becomes upset by failures or other strong stresses as evidenced by such behaviors as pouting, whining or withdrawing	Initial	2.63	.90	2.01	<.05	84	11
	Final	2.70	.93			85	11
3. Child seeks much support and reassurance from his peers or the teacher, as is evidenced by seeking their nearness or frequent inquiries as to whether he is doing well	Initial	2.51	.83	5.34	<.01	88	12
	Final	2.72	.86			69	9
4. Child continually seeks attention, as evidenced by such behaviors as speaking out of turn and making unnecessary noises	Initial	2.80	.98	4.50	<.01	88	12
	Final	2.97	.97			57	8
5. Extent to which child shows a sense of self-esteem, self-respect, and appreciation of his own worthiness	Initial	3.19	.88	10.93	<.01	140	19
	Final	3.57	.91			91	12

*It should be noted that "5" represents the positive end of the continuum represented by each scale.

**Deficiency was determined as a rating of less than "3" on each five-point scale.

THE TABLE SHOWS that by the end of the year, the Saturday School students were rated as adapting more easily to new situations, becoming less upset by failures, seeking less support and attention, and showing a greater sense of self-esteem than had been the case at the beginning of the year. These inferences are based on both the statistically significant paired observation t test results and the generally decreasing proportions of pupils judged to be initially deficient on the scales.

SELF-ESTEEM FOLLOW-UP KINDERGARTEN COMPARISONS were made between:
Saturday School students,
pupils who had other preschool experiences, and
pupils who had no previous preschool experience of any kind.

THE CRITERION used was kindergarten teacher ratings on the five-point Self-Esteem scales. The results of these analyses are in Table 5.

Table 5

Results of Analyses of Variance and Duncan's Multiple Range Tests with Extension for Unequal Replications for Entering Kindergarten Pupils (1972) on "The Self Esteem Scale" and on "The Kindergarten School Adjustment Scale"

Item	F	Group^1	$\bar{X}$ and Duncan's Results^2	Standard Deviation
SELF ESTEEM SCALE				
1. Child adapts easily to new situations, feels confortable in new settings, enters easily into new activities	1.90 n.s.	PCEE	3.79	.86
		P-S	3.78	.95
		Control	3.68	.93
2. Child becomes upset by failure or other strong stress	<1 n.s.	PCEE	3.86	.94
		P-S	3.88	.86
		Control	3.85	.96
3. Child seeks much support and reassurance from his peers or the teacher	1.24 n.s.	PCEE	3.73	.98
		P-S	3.72	.99
		Control	3.62	1.03
4. Child continually seeks attention	4.60 $p<.025$	PCEE	4.01	1.01
		P-S	3.76 a,b	1.15
		Control	3.94	1.09
5. Extent to which child shows a sense of self esteem	4.78 $p<.01$	PCEE	3.42	.96
		P-S	3.56 c,d	1.00
		Control	3.29	.97

Note: Explanation of references may be found with Table 3.

There were NO STATISTICALLY SIGNIFICANT DIFFERENCES among the three groups on three of the five scales: those dealing with adaptation to new situations, reaction to failure, and seeking of support.

ON TWO OF THE SCALES THERE WERE DIFFERENCES. Former Saturday School students were seen as seeking less attention than both preschool pupils and pupils with no preschool experience.

PUPILS WITH OTHER PRESCHOOL EXPERIENCE, however, were rated higher by their kindergarten teachers on overall self-esteem than both Saturday School students and students with no preschool experience. It should be noted that these differences, while statistically significant, were quite small. The greatest differences in means between any two of the three groups was .27 on a five-point scale.

Those With Problems Affecting Their Learning

THE TOTAL GROUP

This group included ALL OF THE CHILDREN WHO WERE DIAGNOSED AS HAVING PROBLEMS due to environmental or biological factors including: emotional disorders, learning disabilities, low intellectual functioning, mental retardation, experiential deprivation, and physical disabilities. In the first project year 347 pupils were identified by consultant specialists as belonging to this group. (They were identified in Table 6 as the Primary Target Group.)

Responsiveness, Attainments, and Attitudes

These pupils were rated by their teachers on their:

Responsiveness to Learning Activities

Attainment of Objectives, and

Attitudes Towards Saturday School

during their first and last home teaching sessions.

The results of these ratings may be found in Table 6.

Table 6

A Summary of Initial and Final Ratings of Target Group PCEE Pupils by Their Teachers on Responsiveness to Learning Activities, Achievement of Concepts in Home-Teaching Sessions, and Attitudes Toward Saturday School (N=330)

Item		Mean	Standard Deviation	t	p	Deficient* N	%
Responsiveness to Learning Activities							
a. Outgoing vs. shy	Initial	3.29	1.26	14.62	<.01	181	55
	Final	4.25	.87			60	18
b. Cooperative vs.uncooperative	Initial	3.60	1.15	12.26	<.01	149	45
	Final	4.41	.82			34	10
c. Talkative vs. hesitant	Initial	3.18	1.30	14.54	<.01	193	58
	Final	4.21	.91			67	20
d. Interested vs.disinterested	Initial	3.91	1.05	11.73	<.01	115	35
	Final	4.65	.66			22	7
e. Attentive vs.distracted	Initial	3.69	1.18	11.30	<.01	134	40
	Final	4.51	.80			35	11
Achievement of Concepts							
a. Attained all vs. none of the objectives	Initial	3.74	1.08	11.70	<.01	134	40
	Final	4.49	.75			35	11
Attitude toward Saturday School							
a. Positive vs. negative	Initial	3.84	1.08	13.07	<.01	121	37
	Final	4.65	.64			24	7

*Deficiency was defined as a rating of "3" or less on each scale.

THESE STUDENTS (the Primary Target Group) RATED SIGNIFICANTLY HIGHER on all items at the time of their last teaching session than they did at their first teaching session. Far fewer of them were judged by their teachers to be deficient in these traits at the end of the year than had been the case at the beginning of the year. Initially, from 35% to 58% of this group were rated as being deficient. By the end of the program year, fewer than 20% were rated as deficient in any one area.

THE LEARNING DISABLED

OF THE 22 PUPILS diagnosed as "Learning Disabled" by the consultant specialist, 18 received a diagnostic battery consisting of five tests in the fall and again at the end of the program year. The results of the test comparisons are found in Table 7.

Table 7

Results of Further Screening and Final Testing of Pupils Identified to be Learning Disabled*

Name of Test		Number of Pupils Given Test	Mean	Standard Deviation	t	p	Range of Scores
Beery	Pre	18	50.33	8.85	5.78	∠.01	33-66
	Post	18	61.77	12.67			36-86
Peabody	Pre	18	58.11	13.73	4.38	∠.01	38-94
	Post	19	76.72	15.27			39-101
Goodenough	Pre	17	75.47	9.87	3.64	∠.01	58-92
	Post	17	93.82	16.24			70-137
Oseretsky	Pre	13	59.54	7.83	7.59	∠.01	47-75
	Post	13	79.77	7.11			68-91
Sievers	Pre	18	46.39	6.97	12.26	∠.01	35-56
	Post	18	74.72	9.22			41-79

*Results of tests are given in months. The one exception is the Goodenough-Harris which yields a standard score with a mean of 100 and a standard deviation of 15.

As can be seen ON THE FIRST ADMINISTRATION, learning disabled pupils scored, on the average, at approximately normal levels for their age on the Peabody Picture Vocabulary Test (1959), and Oseretsky Motor Proficiency Tests (1969). At the same time, they scored considerably below the average on the Goodenough-Harris Drawing (1963) and Sievers Differential Language Facility tests and somewhat below average on the Beery Visual Motor Integration (1967) test.

THE RESULTS OBTAINED IN THE FOLLOW-UP BATTERY show that there were statistically significant changes in all tests. Pupils achieved scores considerably above average on the Peabody, Oseretsky, and Sievers tests. They scored at approximately average levels on the Beery and somewhat below average on the Goodenough-Harris test.

LOW INTELLECTUAL FUNCTIONING OR MENTALLY RETARDED

OF 33 PUPILS REFERRED for psychological evaluation because of apparent low intellectual functioning or mental retardation on the basis of scores on the Slosson, 28 were further tested using the Stanford-Binet Intelligence Test (1960) and the Vineland Social Maturity Scale (1953).

Of these students, ELEVEN WERE DIAGNOSED AS FALLING WITHIN THE LEVELS of borderline retardation or mild retardation as defined by the AAMD. Eight of these eleven pupils were retested at the end of the program year. Comparison of the initial and final testings indicated:

> Stanford-Binet Intelligence Test - The mean mental age for this group was 41.63 months on the first administration while the standard deviation was 4.68 mental age units. The scores ranged from 32 to 46 months. The mean on the second administration of the test was 53.75 months and the standard deviation was 3.87 months. The comparison made between the two means for these eight pupils yielded a paired comparisons t of 2.94 ($p<.05$).
>
> Vineland Social Maturity Scale - The mean social age received on the first administration of this test was 51 months and the standard deviation was 8.48 months. The mean on the second administration of the test was 60.29 months and the standard deviation was 8.38 months. The paired observations t test comparing the two means was 2.76 ($p<.05$).

IN SUMMARY, OF THE 33 STUDENTS REFERRED FOR PSYCHOLOGICAL EVALUATION ONLY THREE FELL WITHIN THE LEVELS OF BORDERLINE RETARDATION ON THE FINAL TESTING. The consultant specialist for mental retardation, in reviewing these findings, stated that they would seem to indicate that the initial test performances of the children (which were indicative of low intellectual capacity) were reflecting limitations in performance rather than capacity. Stated differently, the results of the first test administration possibly reflected the debilitating effects of early disabilities and/or lack of opportunities for learning experiences.

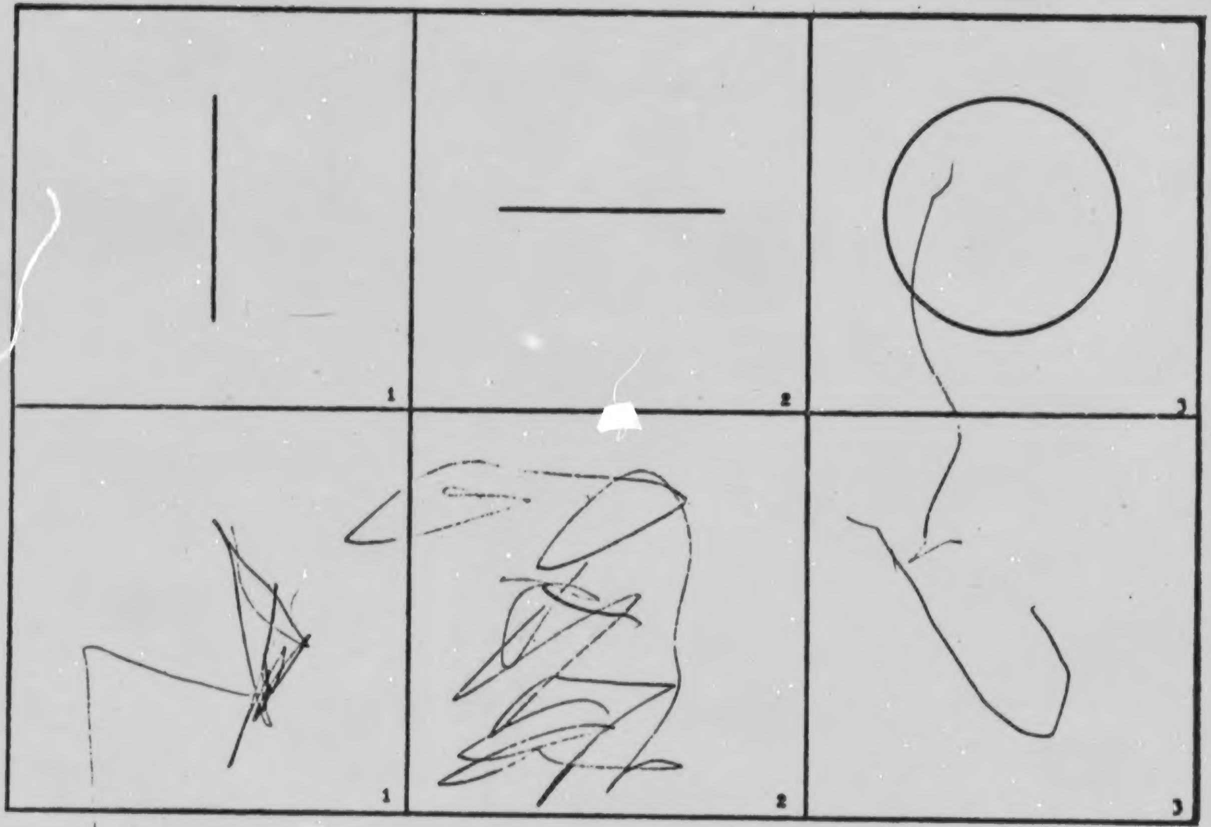
GIVEN A PROGRAM FOCUSED ON INDIVIDUAL NEEDS, THESE CHILDREN REVEALED THAT THEY WERE ABLE TO LEARN. In addition, they were able to communicate these learnings on their follow up test protocols.

EMOTIONALLY HANDICAPPED

OF THE 289 SATURDAY SCHOOL STUDENTS IDENTIFIED AS HAVING EMOTIONAL PROBLEMS, 241 remained in the PCEE Program until the end of the year. Of these, 239 pupils entered kindergarten in the school district in the fall, 1972.

RATINGS TAKEN A YEAR APART by both parents and teachers are summarized on the following two pages.

A page from the Beery Test administered to one of these students.



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Comparison Ratings by Their Parents: One Year Apart

OF THE 239 PUPILS IDENTIFIED AS EMOTIONALLY HANDICAPPED, 223 were rated by their parents on 16 three-point items from the Glidewell Scale (1959) at the time of their entry into the Saturday School Program and again, one year later, at the time of entry into kindergarten. The comparisons of the parent ratings are shown in Table 8.

THE RESULTS SHOW that PCEE pupils identified as having emotional problems were rated by their parents as having significantly lower symptomology upon entry into kindergarten than had been the case upon entry into the PCEE Program one year earlier.

ON 15 OF THE 16 THREE-POINT RATING SCALES, the means were significantly lower upon entry into kindergarten and there were also fewer pupils rated as displaying above average symptomology than there were upon entry into the four year old program.

IT MAY BE CONCLUDED that Saturday School students identified as having emotional problems substantially improved in the areas of interpersonal interaction, psychophysical symptoms and behaviors as assessed by their parents.

Table 8

Summary of Results Comparing Parents' Ratings of the Glidewell Items for PCEE Pupils Identified as Having Emotional Problems at the Time of Entry Into the PCEE Program and Upon Entry Into Kindergarten (N=223)

		Mean	Standard Deviation	t	p	Proportion rated above average symptomology* N	%
1. Eating (too much or too little)	1971	.90	.72	-5.22	<.01	161	68
	1972	.62	.65			120	54
2. Sleeping (too much or too little)	1971	.46	.62	-4.74	<.01	92	39
	1972	.26	.49			53	24
3. Stomach irregularities	1971	.29	.50	<1	n.s.	64	27
	1972	.27	.48			56	25
4. Getting along with children	1971	1.09	.70	-6.39	<.01	187	79
	1972	.70	.69			130	59
5. Getting along with adults	1971	1.00	.77	-7.46	<.01	165	70
	1972	.53	.76			89	40
6. Unusual fears	1971	.61	.62	-4.79	<.01	127	54
	1972	.36	.65			71	32
7. Nervousness	1971	.45	.55	-2.23	<.05	100	42
	1972	.36	.53			73	33
8. Thumbsucking	1971	.50	.81	-3.11	<.01	69	29
	1972	.40	.73			56	25
9. Overactivity	1971	.68	.74	-5.50	<.01	121	51
	1972	.43	.63			81	36
10. Daydreaming	1971	.45	.53	-2.42	<.05	105	44
	1972	.36	.51			78	35
11. Temper Tantrums	1971	.86	.56	-5.88	<.01	176	74
	1972	.62	.56			151	68
12. Crying	1971	.96	.58	-4.36	<.01	198	84
	1972	.79	.57			160	71
13. Lying	1971	.62	.53	-2.94	<.01	140	59
	1972	.51	.54			110	49
14. Tearing or breaking things	1971	.62	.52	-7.94	<.01	140	59
	1972	.31	.47			68	30
15. Wetting	1971	.55	.73	-4.23	<.01	96	40
	1972	.37	.64			63	28
16. Speech	1971	.54	.69	-7.81	<.01	98	41
	1972	.23	.53			41	18

*Above average symptomology was defined as a rating of "1" or "2" on each three-point scale.

Ratings by Saturday School and Kindergarten Teachers: A Year Apart

THE 239 PUPILS identified as emotionally handicapped were rated by their teachers on those five items of the "Kindergarten School Adjustment Scale" which were identical to the items of the "Nursery School Adjustment Scale." Comparisons were made for these pupils between ratings made at the time of entry into the Saturday School program and exit from the four year old program and at the time of entry into kindergarten. The results of these comparisons are given in Table 9.

Table 9

A Summary of Initial, Final, and Follow-Up Teacher Ratings on Items of the Nursery and Kindergarten School Adjustment Scale for Pupils Identified as Having Emotional Problems

		Mean	Standard Deviation	t	p	Deficient* N	%
1. Relationships with Peers	Initial	3.06	1.06	7.91	<.01	68	28
	Final	3.63	1.13	2.34	<.05	36	15
	Follow-Up	3.86	.97			19	8
2. Relationships with Teachers	Initial	3.24	1.09	6.99	<.01	53	22
	Final	3.71	1.00	1.09	n.s.	30	12
	Follow-Up	3.80	1.02			20	8
3. Creative Use of Individual Activities	Initial	3.38	1.00	10.51	<.01	39	16
	Final	4.09	.90	-2.01	<.05	9	4
	Follow-Up	3.90	.92			14	6
4. Signs of Behavioral Immaturity	Initial	3.41	1.11	7.15	<.01	46	19
	Final	3.90	.93	<.1	n.s.	16	7
	Follow-Up	3.92	1.06			31	13
5. Signs of Behavioral Eccentricity	Initial	3.56	1.10	3.65	<.01	37	15
	Final	3.80	1.02	1.62	n.s.	28	12
	Follow-Up	3.94	1.04			24	10

*Deficiency was defined as a rating of "2" or less on each five-point scale.

IT WAS FOUND THAT AT THE END OF THE SATURDAY SCHOOL YEAR pupils identified as having emotional problems were rated by their Saturday School teachers as having improved relationships with both their peers and their teachers; being more creative in their use of individual activities; and, showing fewer signs of behavioral immaturity and eccentricity as compared with their initial ratings.

AT THE TIME OF ENTRY INTO KINDERGARTEN, these pupils generally maintained the gains they had made upon exit from the program in the areas of relationships with teachers and showing signs of behavioral immaturity and eccentricity. In the areas of relationships with peers, these pupils were rated somewhat higher by their kindergarten teachers than they had been at the end of the Saturday School year, and in the area concerning the creative use of individual activities, they were rated somewhat lower. These findings may be inferred from both the results of the paired observations t tests with their attendant means and the differences in the proportions of pupils found to be deficient on the items at the three rating times.

The Parents Rated: at Home and School

As Teaching Assistants

SIX HUNDRED AND SEVENTY PARENTS PARTICIPATED AS TEACHING ASSISTANTS in Saturday School over a sufficiently long enough time to be rated by teachers at both the beginning and end of the program year on their use of appropriate teaching techniques and their accomplishing of the task objectives assigned to them. The comparisons of initial and final teacher ratings of parents are given in Table 10.

Table 10

Initial and Final Teacher Ratings of Parents' Performance in Saturday School (N=670)

Item		Mean	Standard Deviation	t	p	Deficient* N	Deficient* %
1. On time for planning session	Initial Final	1.93 1.93	.26 .26	<1	n.s.	48 47	7 7
2. Willing vs. unwilling to participate	Initial Final	4.22 4.50	1.03 .91	7.99	<.01	175 83	26 12
3. Used appropriate vs. inappropriate teaching techniques	Initial Final	4.02 4.41	.85 .75	15.15.	<.01	186 89	28 13
4. Used positive vs. negative reinforcement	Initial Final	4.04 4.43	.90 .77	14.44	<.01	181 92	27 14
5. Accomplished vs. did not accomplish the task assigned	Initial Final	4.27 4.[illegible]1	.83 .66	13.19	<.01	132 57	20 9

*Deficiency was defined as a rating of "3" or less on each five-point scale.

IT MAY BE SEEN IN THE TABLE that over 70% of the parents participating in Saturday School were initially judged to be using appropriate techniques and accomplishing the tasks assigned to them. An even larger majority, more than 85%, of these parents were judged to be performing adequately during the final sessions of Saturday School. There were statistically significant changes in the direction of greater use of appropriate teaching techniques and positive reinforcement as well as in parent accomplishment of the tasks assigned.

During Home Teaching Visits

EACH PARENT RECEIVING HOME VISITS was rated by the teacher on her attitudes toward the teaching session, the teacher, and the child at the beginning and end of the program year A total of 704 parents were rated twice. The results of the comparisons made during the first or second home visit in the fall, 1971 and the last home visit in the spring, 1972 are given in Table 11.

Table 11

A Summary of Initial and Final Teacher Ratings of Parents' Attitudes Toward the Home Teaching Session, the Child, and the Teachers

Item		N	Mean	Standard Deviation	t	p	Deficient* N	Deficient* %
Parent attitude toward teacher sessions								
a. Positive vs. negative	Initial Final	704	4.17 4.62	.92 .66	11.47	<.01	176 62	25 9
b. Interested vs. disinterested	Initial Final	703	4.17 4.15	.92 .76	9.41	<.01	175 70	25 10
c. Self-confident vs. lacking self-confidence	Initial Final	703	3.74 4.43	1.03 .79	16.17	<.01	290 101	41 14
Parent interaction with child								
a. Accepting vs. unaccepting	Initial Final	702	3.94 4.51	.94 .73	14.42	<.01	228 78	32 11
b. Aware vs. unaware of needs	Initial Final	702	3.50 4.21	1.03 .90	16.33	<.01	342 176	49 25
c. Motivation positive vs. negative	Initial Final	702	3.62 4.30	.97 .84	16.59	<.01	323 128	46 18
d. Reinforcement positive vs. negative	Initial Final	702	3.57 4.29	.97 .83	17.35	<.01	347 128	49 18
e. Competent vs. incompetent	Initial Final	702	3.74 4.41	.97 .80	17.42	<.01	288 106	41 15
Parent relationship with teacher								
a. Friendly vs. unfriendly	Initial Final	702	4.35 4.77	.81 .56	12.79	<.01	128 34	18 5
b. Cooperative vs. uncooperative	Initial Final	702	4.32 4.65	.84 .72	8.63	<.01	140 61	20 9
c. At ease vs. ill at ease	Initial Final	701	4.07 4.63	.97 .69	14.12	<.01	207 62	30 9

*Deficiency was defined as a rating of "3" or less on each five-point scale.

The interpretation of Table 11
is on the following page. ⇨

IT WAS FOUND THAT INITIALLY:

a. Parents were rated by teachers as being mainly positive toward, and interested in, the teaching session both initially and finally. The large majority of parents were rated both times as being friendly toward, cooperative, and at ease with teachers.

b. A relatively large number of parents, however, were found to be deficient in their attitudes toward, and modes of interacting with, their children at the beginning of the program year.

c. About one-third were rated as being insufficiently accepting of their children and nearly one-half were rated as being deficient in their awareness of their children's needs.

d. Approximately one-half were rated as using inappropriate reinforcement and motivation techniques.

e. A little less than one-half were rated as not being competent in their interaction with children during the first home teaching session.

LARGE SHIFTS WERE OBSERVED in the summary of final ratings:

In ALL cases there were statistically significant changes in the direction of:
more positive attitudes toward the teaching session,
better modes of interacting with children, and
better relationships with teachers.

Concomitantly, there were large decreases in the proportions of parents judged to be deficient, especially in the areas of parental self-confidence and use of appropriate interactive techniques with children.

TEACHER RATINGS OF PARENTS OF EMOTIONALLY HANDICAPPED PUPILS

THE PARENTS of 225 of the 242 pupils identified as having emotional problems who stayed in the program until the end of the year were rated by their child's teacher on three five-point rating scales tapping parental interaction with their children both during the first and last home teaching sessions of the program year. The results of the comparisons between initial and final ratings may be found in Table 12.

Table 12

A Summary of Initial and Final Teacher Ratings of Parents' Interactions With Those Children Who Have Been Identified as Having Emotional Problems (N=225)

Rating Scale		Mean	Standard Deviation	t	p	Deficient* N	Deficient* %
Aware vs. unaware of child's needs	Initial	3.28	1.03	10.07	<.01	50	22
	Final	4.06	.90			7	3
Positive vs. negative motivation	Initial	3.48	1.00	10.11	<.01	30	13
	Final	4.20	.81			5	2
Positive vs. negative reinforcement	Initial	3.44	1.00	10.75	<.01	30	13
	Final	4.21	.80			4	2

*Deficiency was determined as a rating of "2" or less on each five-point scale.

THE RESULTS SHOW that the vast majority (93% to 96%) of parents of pupils identified as having emotional problems were judged by their children's teachers to be aware of the child's needs and to be using appropriate motivation and reinforcement techniques at the end of the year as compared to only 78% to 87% so rated at the beginning of the program year. There were also statistically significantly higher mean ratings observed on all three scales at the time of final ratings compared to those made initially.

The Teachers: A Report Card

Teacher Competencies

ALL SATURDAY SCHOOL TEACHERS were rated by the project director at the beginning and end of the project year on their use of appropriate motivational techniques, awareness of children's needs, and accomplishment of task objective. The results of these initial and final ratings are summarized in Table 13.

Table 13

Summary of Teacher Ratings Made By the Project Director in Saturday School at the Beginning and End of the First Project Year (N=25)

Item		Mean	Standard Deviation	t	p	Deficient* N	Deficient* %
1. Used appropriate vs. inappropriate teaching techniques	Initial	3.56	.64	10.00	<.01	11	44
	Final	4.44	.70			3	12
2. Aware vs. unaware of children's needs	Initial	3.60	.57	6.40	<.01	9	36
	Final	4.32	.68			3	12
3. Used positive vs. negative motivation	Initial	3.76	.65	5.00	<.01	7	28
	Final	4.44	.57			1	4
4. Used positive vs. negative reinforcement	Initial	3.72	.63	4.27	<.01	8	32
	Final	4.44	.57			1	4
5. Accomplished 100% vs. 0% of task objectives	Initial	3.40	.57	4.00	<.01	14	56
	Final	3.84	.37			4	16

*Deficiency is denoted by a rating of "3" or less on each five-point scale.

THE RATINGS INDICATED that while at the beginning of the first year of project operation from one-fourth to more than one-half of the teachers were judged to be deficient on the items of the Teacher Rating Scale, at the end of the year most of these teachers had sufficiently changed so as to be no longer rated as deficient. The results also show that there were statistically significant changes on all scales in the direction of more positive final ratings.

Relationships With Parents

ALL SATURDAY SCHOOL TEACHERS were rated by the project director both at the beginning and end of the project year on their modes of interacting with parents and on their effectiveness in demonstrating appropriate teaching techniques to parents. The comparisons of these initial and final ratings are given in Table 14.

Table 14

Summary of Ratings of Teachers' Interaction With Parents in Saturday School at the Beginning and End of the First Project Year (N=25)

Item		Mean	Standard Deviation	t	p	Deficient*	
						N	%
1. Evident vs. not evident respect for parent competencies	Initial	3.72	.60	4.33	<.01	7	28
	Final	4.28	.60			2	8
2. Positive vs. negative relationship with parents	Initial	3.76	.59	8.00	<.01	8	32
	Final	4.52	.64			2	8
3. Effectively vs. ineffectively demonstrated appropriate teaching techniques to parents	Initial	3.56	.70	4.53	<.01	12	48
	Final	4.32	.68			3	12
4. Effectively vs. ineffectively demonstrated positive motivation and reinforcement techniques to parents	Initial	3.68	.68	4.53	<.01	9	36
	Final	4.44	.57			1	4

*Deficiency is denoted by a rating of "3" or less on each five-point scale.

THE TABLE SHOWS that, again, one-fourth to one-half of the teachers were judged to be deficient in the areas rated initially, but that by the end of the year fewer than 15% of the teachers were found to be deficient in their interactions with parents. In addition, statistically significant changes were found on all scales showing teachers to be interacting more positively with parents at the end of the project year than at the beginning.

The Findings: A Summary

THE RESULTS WHICH HAVE BEEN PRESENTED clearly indicate that the Saturday School Program has been effective with students, parents, and teachers.

> THE STUDENTS, as a whole, have shown growth both in cognitive and affective areas of development. Preliminary follow-up has shown these skills to be maintained. Special assistance to the handicapped, whether they have evidenced emotional or learning difficulties, has resulted in the amelioration of these problems.
>
> THE PARENTS, as a group, have shown increasingly positive modes of perceiving and interacting with their children. They have shown appropriate teaching techniques including reinforcement procedures and accomplishment of task objectives.
>
> THE TEACHERS were found to have increased their use of appropriate teaching techniques and in the positiveness of their relationships with children and parents. Continual teacher planning and assistance by consultants have aided this staff development.

While it has not proven possible to change 100% of each group on every aspect measured, THE PROGRAM has apparently effected CONSIDERABLE CHANGE in the VAST MAJORITY OF PUPILS, PARENTS, AND TEACHERS INVOLVED IN IT.

THE EVALUATION OF ALL COMPONENTS OF THE PROJECT WILL CONTINUE for the next one and one-half years. This evaluation will include not only each new group of pupils and parents in the Saturday School Program, but it will also be broadened in scope to follow up the pupils as they progress into the primary program. Where possible, attempts will be made to also gather data on parents after they have left the program.

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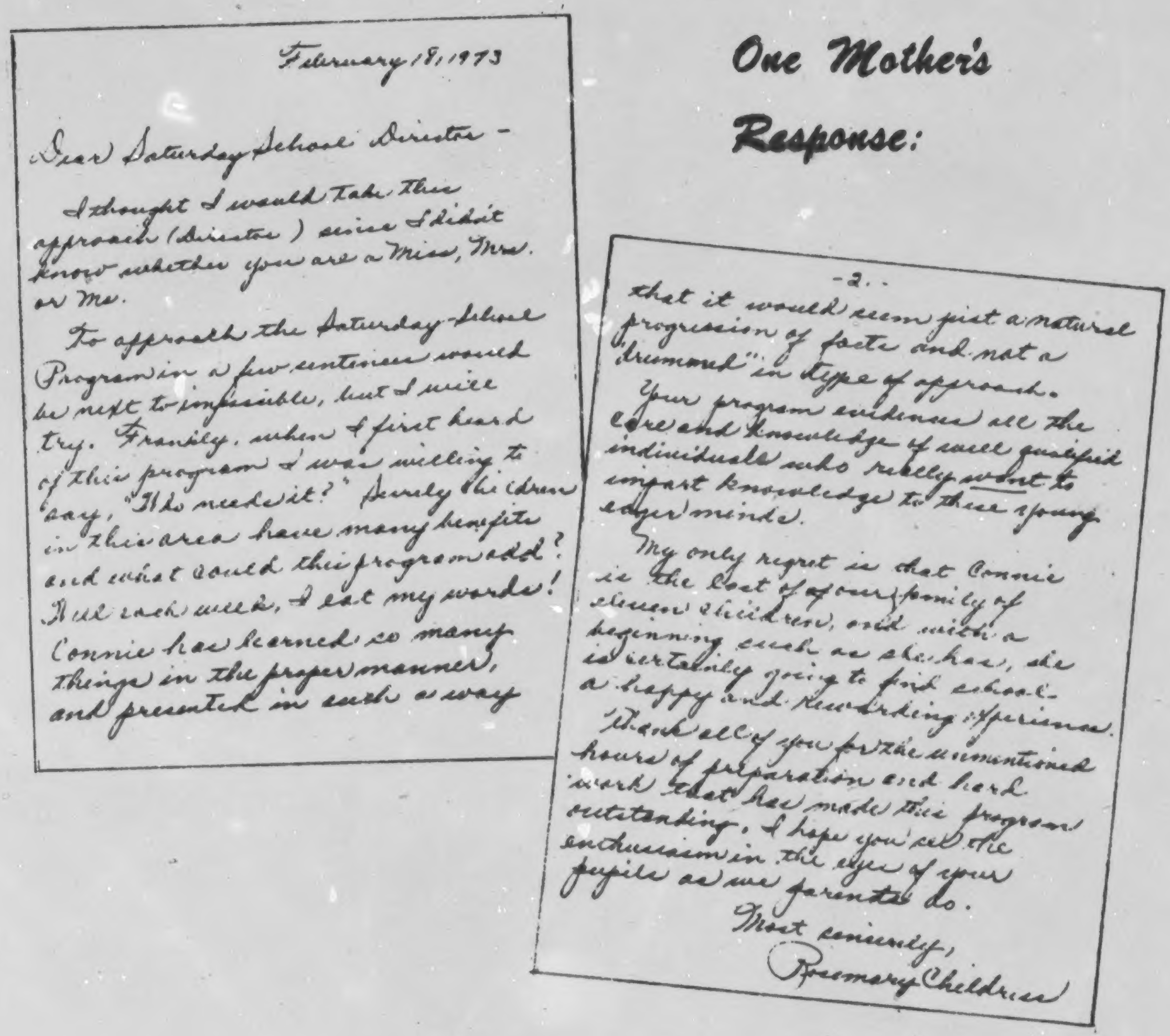
One Mother's Response:



February 18, 1973

Dear Saturday School Director -

I thought I would take this approach (Director) since I didn't know whether you are a Miss, Mrs. or Ms.

To approach the Saturday School Program in a few sentences would be next to impossible, but I will try. Frankly, when I first heard of this program I was willing to say, "Who needs it?" Surely the children in this area have many benefits and what could this program add? Well each week, I eat my words! Connie has learned so many things in the proper manner, and presented in such a way

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that it would seem just a natural progression of facts and not a "drummed" in type of approach.

Your program evidences all the care and knowledge of well qualified individuals who really want to impart knowledge to these young eager minds.

My only regret is that Connie is the last of our family of eleven children, and with a beginning such as she has, she is certainly going to find school a happy and rewarding experience.

Thank all of you for the unmentioned hours of preparation and hard work that has made this program outstanding. I hope you see the enthusiasm in the eyes of your pupils as we parents do.

Most sincerely,

Rosemary Childress

Title III, Sec. 306, ESEA

The project presented or reported herein was performed pursuant to a Grant from the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred. 1972.

FERGUSON-FLORISSANT SCHOOL DISTRICT
Parent-Child Early Education Program
655 January Avenue
Ferguson, Missouri 63135
St. Louis County
(314) 521-2000

Warren M. Brown, Superintendent
Doris M. Stumpe, Assistant Superintendent
Elementary Education

Marion M. Wilson, Project Director
Marian K. Beebe, Project Disseminator

APPENDIX E

11/28/73

AN ANALYSIS OF FIRST GRADE STANFORD EARLY SCHOOL ACHIEVEMENT SCORES IN THE FERGUSON-FLORISSANT SCHOOL DISTRICT

INTRODUCTION

During September, 1973 the SESAT Level II was administered to first grade grade students in the Ferguson-Florissant School District. The purpose of this study was to examine the results of that testing program. Specifically, this study was designed to determine the effects of reading instruction at the pre-school and Kindergarten level on the reading achievement of beginning first grade students.

PROCEDURE

The attached table contains scores on the SESAT Level II administered to first grade students included in the study. Student scores on both the Word Reading and Sentence Reading sub-tests are grouped in frequency catagories according to stanines. Also included on the table are the expected frequencies at each stanine level for both sub-tests. Those frequencies were obtained using a stanine conversion table based on normal curve percentages. Given a normal distribution, for example, 4 per cent or approximately 30 of the 741 students who took the Word Reading sub-test would be expected to score at the 8th stanine, 89 would be expected to score at the 7th stanine, etc. Expected frequencies were similiarly computed for each stanine level by multiplying the conversion percentage by the total number of students who took each sub-test. Using this method observed and expected frequencies were compared at each stanine level using a Chi-square technique.

RESULTS AND INTERPRETATION

The value of Chi-square calculated for both sub-tests was greater than the critical value necessary for significance at the .001 level. The differences, then, between the observed and expected frequencies are statistically significant.

In the case of the Chi-square test, it is necessary to examine raw data to determine the direction of the differences. In order for the direction of the differences to be in favor of the observed or actual scores, the observed frequencies at stanines 6 through 9 should be higher than the expected frequencies while the observed frequencies at stanines 1 through 4 should be lower than the expected frequencies.

The attached table shows that the differences on the Word Reading sub-test are in the direction of higher observed frequencies at the upper stanines indicating that the observed scores are significantly higher than the expected scores. The observed frequencies in fact show a straight linear progression from the lowest to the highest stanine, i.e. the fewest scores fall at the first stanine while the remaining scores increase proportionately with an increase in the stanine level.

The scores on the Sentence Reading sub-test do not fall into the same pattern. It is clear from the raw data, however, that the observed and actual scores are for the most part higher than the expected scores at the upper stanines. Of the 643 students who took the Sentence Reading sub-tests, for example, 180 scores were at the 9th stanine. The expected frequency at the 9th stanine for 643 students is 25.72. Obviously the difference between the observed and expected frequencies at this stanine level accounts for much of the overall difference between frequencies on the Sentence Reading sub-test.

On the same sub-test, 398 scores fell above the 5th stanine. Given a normal distribution, 257.20 scores would be expected to fall above this average range. That clearly indicates that a significant number of students scored at above average levels on the Sentence Reading sub-test. Only 177 of the 643 students who took the Sentence Reading sub-test scored below the 5th stanine. Again, given a normal distribution, 257.20 of the students who took the sub-test would be expected to score below the average range.

CONCLUSIONS

It is possible to conclude from this analysis of the data that the first grade students who took the SESAT Level II scored at levels significantly higher than might ordinarily be expected of students at the same age and grade level. The reason for the difference between the observed and expected scores is open to interpretation. The results strongly suggest, however, that reading instruction at the Kindergarten level is resulting in significantly higher levels of reading achievement at the beginning of the first grade. Since a number of the students included in the SESAT testing also participated in the Saturday School Program, it is not possible to attribute the higher scores solely to the Kindergarten reading program. Since the Saturday School Program provides for the development of prerequisite reading skills, a combination of both programs probably resulted in the higher scores. In any case, it is clear that students entering the first grade are demonstrating a high level of reading achievement.

11/28/73

A COMPARISON OF OBSERVED AND EXPECTED FREQUENCIES ON THE SESAT LEVEL II ADMINISTERED IN SEPTEMBER, 1973

Stanine	Conversion Percentage	Word Reading Observed Score	Word Reading Expected Score	Sentence Reading Observed Score	Sentence Reading Expected Score
9	.04	190	29.64	180	25.72
8	.07	131	51.87	65	45.01
7	.12	130	88.92	71	77.16
6	.17	101	125.97	82	109.31
5	.20	78	148.20	68	128.60
4	.17	58	125.97	77	109.31
3	.12	23	88.92	39	77.16
2	.07	21	51.87	36	45.01
1	.04	9	29.64	25	25.72
		741	741.00	643	643.00

APPENDIX G

STATE DEPARTMENT OF EDUCATION
Special Education Section
Jefferson Building
Jefferson City, Missouri

* * * * * * * * * * * *

Regulations Governing the Securing of State Aid for Special Classes for Exceptional Children

1970

REMEDIAL READING

I. THE REMEDIAL READING PROGRAM

The purpose of this bulletin is to indicate the means of providing special instruction for pupils with deficient reading skills and the procedures of meeting the legal requirements for state aid for such instruction. (See Senate Bill 15, 74th General Assembly, Sections 163.151, 178.260, and 178.270, Missouri School Law.)

A school board establishing special classes in remedial reading for the first time should notify the State Department of Education (Section of Special Education) before July first of its intention to establish such a class or classes.

II. ELIGIBILITY OF PUPILS

Pupils possessing deficient reading skills in relation to their reading potential may be considered as candidates for this program. Pupils suspected of needing remedial reading services should be referred for a comprehensive diagnostic evaluation. Assessment should be made in at least the following areas: intellectual, visual and hearing acuity, visual and auditory discrimination, and reading achievement. On the basis of the diagnostic findings a placement committee consisting of the remedial reading teacher, regular class teachers, the administrative officer of the school, and other selected personnel shall determine the eligibility of each pupil referred. Although, many factors go into determining a pupil's eligibility for remedial reading, in the final analysis there must be a reading deficiency in relation to their reading potential.

The reading deficit for any given pupil may be determined by comparing the pupil's actual reading achievement with his projected reading expectancy.

Information:

Reading achievement

Reading achievement may be assessed by any of several tools available commercially for this purpose.

Reading expectancy

Reading expectancy may be determined by any of several methods, but the following formula has proven to be reliable.

I.Q. x years in school* = 1 = Reading Expectancy**

*In determining years in school, omit kindergarten.

**Guy L. Bond and Miles A. Tinker. Reading Difficulties: Their Diagnosis and Correction. Meredith Publishing Company; New York, New York; 1967; p.93.

Intellectual assessment

Approvable individual intelligence tests:

- Wechsler Intelligence Scale for Children
- Stanford Binet
- Peabody Picture Vocabulary Test
- Slosson
- Others with State Department of Education approval

Test scores can be no older than 3 years.

Reading Deficit Chart

As an indication, pupils who exhibit the following reading deficits relative to their grade in school may be admitted to a remedial reading program.

Grade	Reading Deficit (Disability)
1.5 - 2.4	.50 of a year
2.5 - 3.4	.75 of a year
3.5 - 5.4	1.00 year
5.5 -	1.50 years

Reading Deficit (RD)

Example:

Subject
IQ = 110
CA = 7.3
MA = 8.0
Gr = 2.2

Reading expectancy (RE) $= \frac{110 \times 1.2 + 1}{100} = 2.3$

Reading achievement (RA) = 1.8

RE = 2.3
RA = 1.8
RD = .5

Referring to the reading deficit chart under information, we find that a pupil in grades 1.5 - 2.4 should have a reading deficit of .5 if he is to be considered for remedial reading instruction. Since our example subject does have a RD of .5, then he would be eligible for remedial reading.

III. ADMISSION TO CLASSES

Based on the recommendations of a placement committee and in keeping with state eligibility requirements, pupils shall be placed in remedial reading program. Pupils shall be scheduled for regular periods of instructional work for at least twice a week and preferably more often if possible. Individualized group instruction, generally consisting of 3-6 pupils, is recommended to achieve maximum program efficiency with one-to-one instruction whenever necessary. The remedial reading teacher should be responsible for seeing that a child is removed from the remedial reading program as soon as his reading problem has been corrected.

Pupils seen as an entire group in the regular classroom in a developmental reading program shall not be considered enrolled in a remedial reading program

IV. SIZE OF CLASS (POTENTIAL CASELOAD)

An "approved special class" in remedial reading is the "potential caseload" assigned to one full-time qualified remedial reading teacher. The "potential caseload" shall consist of 50 to 100 pupils meeting state eligibility requirements. It is not necessary for the entire "potential caseload" to be attending remedial classes at any given block of time. The "potential caseload" represents the number of pupils that will receive remedial reading services during the course of a full academic year. It will be necessary, however, to provide remedial reading instruction for no less than 30 pupils and no more than 50 pupils during any one week.

V. ADMINISTRATION AND SUPERVISION

The administrative officer (superintendent) of the school shall be responsible for the admission of children to remedial reading classes. The administrative officer, the building principal, and the special supervisors should work out with the remedial reading teacher a satisfactory plan of administration and supervision for the remedial reading program. Such a plan should include an opportunity for the remedial reading teacher to consult with parents, teachers, and specialists to whom the child may be referred.

The administrative officer shall be responsible for submitting all information required by the State Department of Education leading to program approval.

VI. RECORDS

An individual record shall be kept for each child enrolled in the remedial reading program. Information from the home, from medical sources, from classroom teachers, and from others should be included in the remedial reading teacher's file for each child. A record of referrals - medical, psychological, and others - should be kept for each pupil in the program.

VII. CERTIFICATION STANDARDS FOR REMEDIAL READING TEACHERS

A. Baccalaureate degree from an accredited college or university

B. A valid teacher's certificate (Elementary preferred)

C. Coursework for permanent certification:

1. Teaching of Reading ....2 hours
2. Methods of Remedial Reading or Analysis and Correction of Reading Disabilities...2 hours
3. Individual Intelligence Testing or Psycho-Education Measurement*...2 hours
4. Practicum in Diagnosis of Reading Difficulties.....................3 hours
5. Practicum in Remediation of Reading Difficulties..................3 hours

*Psycho-Education Measurement - Coursework must include the administration and interpretation of one or more of the following individual ability tests; the Stanford Binet, the WISC, the Slosson, or the PPVT and may include other tests important to a remedial reading program.

D. Coursework for two-year certification

Applicant must have a Baccalaureate degree and must have completed three (3) of the courses listed above for temporary cerification.

VIII. STATE AID

The approvable caseload, as determined by the State Department of Education, in accordance with State Board regulation, is 50 to 100 children enrolled. Approved full-time programs will be apportioned at the rate of $3,500 per year. Potential caseloads under 50 may be approved only after investigation by the State Department of Education. An approvable potential caseload submitted on or before October 15 will be used for apportionment. No program will be approved for less than half-time.

APPENDIX H

Workshop - Remedial Reading Specialists
Section of Special Education
Mo. State Department of Education

PLANNING FOR A REMEDIAL READING SPECIALIST PROGRAM

Doris M. Stumpe
Assistant Superintendent for Elementary Education
Ferguson-Florissant School District

All of us in this room recognize, I'm sure, the well accepted fact that inability to read effectively is the single most important cause of school failure. Children who have problems in learning to read, well deserve the special help which a remedial reading specialist can provide them. But setting up an effective remedial reading specialist program in the schools takes time, it requires careful planning, it takes participation by all individuals who will be affected by the program, and it takes some expert knowledge.

Many schools have inaugurated programs designed to help those children not progressing at a rate commensurate with their ability. The administration and operation of such programs differ widely; sometimes because of the belief that one administrative setup has certain advantages over another, while in other cases, perhaps, the choice is made on the basis of financial or other limiting factors. Regardless of the particular design or extent of the district's remedial reading program, certain procedures for effective implementation should be considered.

The procedures presented here in planning for a remedial reading specialist program come in part from the literature available on successful programs, and are also based, in part, on those followed this past year by the Ferguson-Florissant School District of St. Louis County in planning our remedial reading services for 17 elementary schools. Since due to certain growth and financial conditions we have been without our program of remedial specialists for a period of some six years, we have had an opportunity in reinstating a program to avoid a few of the pitfalls we had experienced in the past. Hopefully, some of the procedures we have used could be applicable to your situation, be it old, new, or like ours, renewed.

"Planning for a Remedial Reading Specialist Program" will be discussed under the headings of I) Forming a Planning Committee, II) Making Crucial Administrative Provisions, III) Selecting the Remedial Teachers, IV) Providing Inservice Training, and V) Planning for Program Evaluation.

I. Forming a Planning Committee

The successful "setting up" of remedial reading services begins with the commitment of the superintendent and his staff. Support and encouragement from the superintendent goes a long, long way in stimulating any new or revised program. Such commitment must extend well beyond the fact that the program of special education is reimbursable by state funds. It must evolve from a deep concern that every child have an opportunity for maximum achievement in the essential skills of reading and, thus, in all areas of the curriculum so tremendously dependent upon mastery of this basic tool of learning. The superintendent's staff can set the planning in motion by organizing the reading committee.

The committee should include representative teachers from all instructional levels, personnel from reading related services, students, parents, and administrators. All groups should be represented, because the reading program should not be separated from the larger administrative and instructional organization of the school. Nor should it be thought of as the peculiar property of a certain level or department in the school, such as the primary unit or the English Department. The committee membership might also include from time to time, university consultants in reading, or state department representatives. By pooling information, and planning jointly, a program of quality and coordination can emerge.

The tasks of a reading study committee begin with surveying current literature on the subject of teaching reading; reviewing the total program; discussing major problems; and making plans for resolving them.

Those members who possess special interest and competence in corrective reading instruction can provide the leadership for implementation of the district's remedial reading services once the need for such services has been determined. Planning should probably extend for a period of at least one year before the program begins. The planning group will have at least four major tasks.

1. The first task will be to work out the procedures for identifying which children are actually remedial readers. For this, we prepared a teacher handout explaining:

a. How children are classified as remedial readers.

b. What data the teacher should provide on students considered to be remedial readers. This included sex, date of birth, number of years in school, I.Q., name of I.Q. test, date given, and examiner.

Our reading consultants then administered a standardized reading achievement test to all potential candidates; counselors gave the Wisc where needed; and the reading expectancy was computed.

Those children showing a significant deficit based on the comparison of the reading expectacy and the actual reading achievement were, of course, considered as candidates for instruction by the remedial specialist. Further individual diagnosis and staff conferences will help the remedial specialist determine her priorities.

2. A second important task may be to assist the school staff in establishing objectives; in deciding what is wanted. Before a school "jumps into" a remedial program, it must decide what the program is expected to do, and how it is to be done. Such rather basic questions as the following will need to be answered:

a. Should the program be primarily a preventive program serving younger children with diagnosed disabilities in pre-reading essentials? Or should it be compensatory, assisting those older students to make up for skills they have lost out on somewhere along the way in school? When determining who will receive the services of the reading specialist, some priority should certainly be given to prevention and to first stage remedial cases. The longer reading failures go uncorrected, the more complicated and severe they are likely to become.

b. Should the responsibility for the remedial pupil's reading program still remain in the hands of the classroom teacher with the reading specialist assisting her by working with the pupils two or three times a week, or can the specialist see the pupil enough to place the responsibility for his reading instruction primarily in her hands?

c. Will all instruction follow a standard program of skills development regardless of specific pupil needs, or, rather, shouldn't each child's program be tailored to alleveiate diagnosed performance deficits with the specialist drawing from a wide variety of materials?

d. Should remedial instruction by the specialist always occur out of the classroom, or can some small group teaching take place in the regular room with the regular teacher, then, as well as the students, benefitting from "seeing the specialist in action"?

From discussion of basic questions such as these a set of clear-cut objectives for the first year of the program should be developed, as well as a set of long-range outcomes desired.

3. A third important phase in planning would be to help the regular teaching staff understand the operation of the program. This may include explaining to the teachers the information given in the State Department guidelines, and clarifying the classroom teacher - remedial reading teacher team responsibility for carrying out the program. Teachers should also be helped to understand that the remedial instruction should be given regular curriculum status, and should be integrated with all phases of the remedial student's reading instruction. The remedial reading teacher can do a better job if she can coordinate some of her work with what is going on in the classroom. In turn, her help may be enlisted in finding materials of the right difficulty level for use in regular class activities. She will, undoubtedly, share her diagnosis of the child's difficulty and be helpful in outlining steps that can be taken in the classroom to supplement her work.

   Such team effort can eliminate special reading personnel comments such as those reported by Austin in the well known Harvard Report, "The First R". "Some teachers are not amenable to suggestions. They insist that children go through the grade level books irrespective of their level of attainment.", or "Children in the reading program aren't supposed to be given a regular mark on their report cards, but some teachers give them a failing mark anyway." In understanding the operation of the program, teachers should be helped to realize the limitations, as well as the goals. For example, remedial instruction cannot relieve the regular classroom of pupil variability, and it cannot get dramatic results with all children in a short period of time. Nor can the remedial reading specialist do the work of an optical specialist or a clinical psychologist. When such outside services are needed, teamwork is called for.

4. A final responsibility of the planning committee could be the preparation of a remedial handbook listing a) diagnostic tools, b) suggested materials, c) basic principles of remediation, and d) model schedules and grouping possibilities.

   a. Diagnostic tools listed in the handbook may include in addition to study of data in the child's cumulative folder, diagnostic tests of reading, general mental ability, visual-motor, memory and concentration, auditory, visual, and oral language. A brief description of each should be given, as well as the major diagnostic uses, and the levels for which it is appropriate.

   b. The materials list should contain exact source and cost information to help expedite ordering. It should include materials to fit various learning styles.

Great progress has been made in developing helpful materials, but no single packaged process will ever meet the wide range of personalities faced by the remedial teacher.

c. Principles of remedial instruction would undoubtedly include the need for individualized teaching, continuous diagnosis, active pupil participation, immediate feedback, and variety in approach.

d. The model schedules and ways of grouping children would illustrate, for example, that children with similar problems may be taught in groups of from four to six, while the highly distractable or the child with a severe deficit must be taught individually; illustrating also that while some children may need daily lessons with the specialist, others may work with her two or three times a week, and with the classroom teacher in a coordinated program on the other days. Time, too, should be provided in the reading teacher's schedule for diagnosing, planning, and conferring with teachers and parents.

Gans feels, as do many of us, that one lesson a week is just not enough. She suggests that, "Where time is inadequate it would seem wiser to experiment with an intensive-teaching plan. Under this plan a limited number could receive a daily period of help for five or six weeks, then, with some advice to teachers, follow their individual work in regular classrooms while the specialist worked with another limited number. In this way real help could be given. Experiments in intensive-help programs have revealed excellent results. The one-per-week period has too much loss to warrant its use. So urgent is the need for, and so encouraging are the results of good intensive-help programs that every effort should be made to extend their use in order to reach each child."

In planning the schedule, be careful not to let the remedial lesson be an ego threat to the pupil. He should not feel "singled out", nor is it desirable for him to have to sacrifice recess, physical education class, or any other activity which he values highly. Other children will be aware of the fact that a child is being scheduled for special help. Such activities need to be interpreted to them in a positive way. Sometimes work done in remedial session - recreational reading, stories written, interesting games - can be given special recognition in the regular classroom. Reading improvement sessions can, in fact, be made so exciting that other pupils are pleading to "get in on the action".

II. Making Crucial Administrative Provisions

The superintendent's staff and the building principal must take the responsibility for seeing that certain administrative matters are taken care of before the program can successfully be implemented.

Sidney P. Marland, Jr., Pittsburgh, Pennsylvania's Superintendent of Schools, has said, "The administrator must release the creativity in other people and find ways to make them free to do the things they do well." Creative instruction is less likely to occur if teachers, consultants, and specialists are too "preoccupied" with space and materials problems. Matters which the school administrator should take care of include the following.

(a) Space: Space must be provided for small groups and for individual tutorial work. If no small rooms are available, little used ends of hallways might be partitioned off, as well as sections of any oversize classroom. Classrooms that are to provide for both the remedial teacher and her small group, and the regular teacher and a somewhat larger group must have the space to accommodate this team approach and the necessary acoustical tile or carpeting to provide the sound barriers.

(b) Budget: If schools have individual instructional budgets it may be wise to establish, at least for the first year, a district budget for the remedial services, to be certain that the program of each school gets off to a good start. Certain pieces of standard equipment and materials will be needed by every school. These include tests, tape recorders, basic skill games, high interest-low vocabulary book collections, and a wide variety of practice materials. Once a basic supply is insured, individual schools can add materials to meet more specific pupil needs.

(c) Materials Accessibility: So that materials are readily available, the remedial teacher must have ample open and closed storage and filing space. If her teaching locale shifts from place to place within the school, then a movable materials cart on which to "tote her wares" is a welcome piece of equipment. She also needs to be fairly certain that the materials will be there when she needs them. Also, that she will have materials other than those with which the students have failed in the past. Gans tells of one reading teacher who having no space "kept his supplies on a cafeteria cart and moved about from nooks under stairs to far ends of halls. So strong," she says, "was his influence with youngsters that in six weeks, in spite of no housing, he helped seventy-four children over serious difficulties and felt hopeful about nine seriously unhappy readers who were older and who had experienced considerable discouragement in their school work before he started his work with them."

(d) Parent Communication: It is important that the program be interpreted to the parents of children who will participate. They need to realize the additional opportunity that the services of the remedial teacher provides the child.

Clear understanding of the intent and procedures of the program should alleviate the possibility of the parent feeling that any stigma is being attached to the child. In fact, it should add significantly to community pride and support of the school's program. Also, parents should be provided with concrete ways for them to share the responsibility for the child's reading improvement. Such suggestions will include - giving well earned praise, providing time and materials for personal reading, and playing simple practice games together. Help to parents of preschool youngsters in the form of child-study groups or regular bulletins can help prevent such contributing failure factors as overprotection, high-pressuring, or neglect of language experience.

(e) Testing: The division of pupil personnel will logically assume the responsibility for the ability testing, while supervisors or classroom teachers can administer the reading achievement tests. This initial load for individual intelligence testing may be heavy. It may be necessary in the spring or early fall to block out several weeks of counseling staff time for such test administration in order to get the job done. Once the emergency is over, the school should design a regular schedule of intellectual and reading achievement assessment, say at two or three year intervals, so that fairly reliable data will always be recorded.

(f) School Organizational Plan: As the principal and his staff organize the school program at the beginning of the year and assign pupil groups to classroom teachers they need to keep the forthcoming remedial program in mind. Nongraded plans and inter-room ability regrouping plans facilitate the remedial teaching, since in these plans similar pupils are usually grouped together. If a small group of remedial pupils of the same instructional level are assigned to one teacher, at least for language arts instruction, then the remedial teacher has her group already convened. Grade level teams of teachers when determining team responsibilities can decide which regular teacher will be responsible for the remedial pupils and will, consequently, work closely with the remedial specialist.

In organizing his school, the principal should also seriously consider smaller than average classes in kindergarten and the first years of the primary. Teacher aides, too, at these levels are invaluable. Neglecting individual attention and individualized differences in the young child may be one of the most significant causes of later serious learning problems.

III. Selecting the Remedial Teachers

A third critical area in setting up an effective remedial reading program is that of selecting the remedial specialists. Not only must the remedial teacher possess the professional qualifications, but certain essential personal qualifications are also necessary.

The professional qualifications set forth by the State Department Division of Special Education appear to certainly be justifiable if the reading specialist is, in fact, to possess competencies beyond that which the regular classroom teacher possesses, many of whom hold master's degrees. We would surely expect that the student receiving instruction from a remedial teacher rather from his regular teacher would be at an advantage, not at a disadvantage. Thus, this minimal assurance of special competency is essential. We might conceivably eventually also want courses that deal with diagnostic teaching, motivation, the psychology of personality, and school supervision.

In my opinion the personal qualifications necessary for remedial work are no less crucial than the skill competencies. Remedial teachers should exhibit to students warmth, confidence in their ability, sincere personal interest, and animation and excitement in the teaching tasks. They must be patient, flexible, and adaptable. The remedial student often has concomitant personality characteristics which must be viewed objectively and dealt with expertly, if they are not to interfere with the learning which must take place.

IV. Providing Inservice Training

The continuing professional development of the remedial staff must be insured. Even the most recently trained remedial specialist will benefit from a district orientation workshop at the initiation of the new program, and at the beginning of each new school year. Other workshops should be held as needed. New research in reading is being conducted continuously. Generalizations applicable to the diagnostic and remediation process must be interpreted and applied. Media and techniques change. The staff must evaluate each and be ready to implement those which hold promise of increasing a child's learning. As new remedial staff is secured and as certification requirements change, school administrators should survey training needs and set up extension courses, workshops, practicums, and internships. As new teachers come into the schools, they must be thoroughly briefed on all phases of the program - its goals, how referrals are made, and each teacher's role and responsibility in the total effort. A close working agreement should be evolved with the local university so that duplication of efforts will be minimized, and so that teachers will receive graduate credit for significant growth experiences whether they take place on the university campus or through district inservice.

V. Planning for Program Evaluation

The final critical area of responsibility in setting up a remedial specialist program is that of providing for assessment of its effectiveness. If realistic program objectives were specified, then evaluation may be made in terms of the degree to which these have been met. First year program objectives should obviously well be different from those of a program in operation for five or six years. Depending again on the pre-program stated objectives, assessment may include such things as analysis of individual pupil reading ability, interest in reading, or self-concept outcomes. It may further be made in terms of staff and community commitment to the program, in terms of total staff growth in teaching reading, and in light of school-wide pupil increases in general achievement.

In conclusion, any implementation plan is at best only the bare framework upon which a program can be built. The principles and practices which are followed in the instructional program itself, largely determine the degree of success the remedial program will enjoy. Careful planning, however, combined with district commitment for the success of the remedial specialist program in really helping children with reading problems, should get the program off to a good beginning.

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July 18, 1969

APPENDIX I

11/30/72

FERGUSON-FLORISSANT SCHOOL DISTRICT

GUIDELINES FOR READING SPECIALISTS

I. MINIMAL STATE REQUIREMENTS

A. Individualized group instruction is recommended, generally consisting of 3 to 6 children.

1. One-to-one instruction is to be used whenever necessary.

2. Reading teacher is responsible for removing a child from the program as soon as his reading problem is corrected.

B. Pupils should be seen at least twice per week and preferably more often

C. The Reading Specialist sees no less than 30 and no more than 50 children per week.

D. An individual record on each child in the Remedial Reading Program is to be kept. It should include home, medical and school information.

E. For additional information on eligibility of students for the remedial program refer to the State Regulations.

II. FERGUSON-FLORISSANT GUIDELINES FOR READING SPECIALISTS

A. Selection of Students

The emphasis should be preventive program focusing on early identification of reading problems.
Identification of remedial students is based on:

1. Reading diagnosis
2. Determination of learning style
3. Attitude toward self and others

B. Teaching Strategies

The following conditions are considered to be important in the daily instruction of remedial reading students:

1. Remedial instruction should take place in the classroom whenever possible.

2. Motivation and interest must be maintained.

3. Emphasis should be placed on application of skills in context rather than in isolation.

4. Content area reading should be stressed wherever possible.

C. Scheduling

1. The Reading Specialist should make an effort to meet with groups on a daily basis. Remedial instruction is given in addition to regular classroom instruction.

2. There should be no more than six children per group.

3. Approximately 30 minutes should be allotted for each group. This time block can be broken into shorter segments for two or more activities.

D. Coordination of Efforts

It is important that the classroom teacher and the reading specialist work together in communicating effectively with parents. We must be considerate of the child's self-concept and make an effort to accentuate his successes at school and home.

1. Communication with the classroom teacher.

   a. Initial diagnosis that includes placement and level of skill attainment.

b. Learning style

c. Continuous evaluation

2. Communication with parents

a. Confer with parent groups to clarify and define the Remedial Reading Program.

b. Discuss with individual parents the specific needs of their child and suggest ways to help and be involved in the child's program.

E. Evaluation

Continuous evaluation of the individual's progress is essential. This includes formal testing, observation in the remedial situation and in the regular classroom setting.

It is important to keep evaluation up to date (Remedial Reading folders and Communication Skills Record).

APPENDIX J

Good Practices In Reading Instruction

A Position Paper

September, 1970
Elementary Reading Curriculum Committee

Ferguson-Florissant School District
St. Louis County, Missouri 63135

GOOD PRACTICES IN READING INSTRUCTION

This paper summarizes what are considered to be some of the essentials of a good reading instruction program. It is hoped that it will stimulate teacher discussion, evaluation, and continuous improvement of the teaching of reading. The thoughts presented should assist each teacher in his efforts to:

realize the broad scope of a good program of reading instruction.

understand the individual student and his needs in the task of learning to read effectively.

design and implement a well-rounded reading program for each individual student.

WHAT IS READING?

Reading is a thinking process. It is an act in which the individual will probably engage throughout his lifetime as he observes, reflects, analyzes, evaluates, and applies experiences in his everyday life.

Reading is one process of communication. Through reading, the student receives communication. Perceiving, listening, reading, speaking, and writing are interrelated means of receiving and sending messages. Progress in ability in one area may influence progress in another.

In a narrower sense, reading is a process which requires accurate word recognition, ability to recall particular meanings, and ability to shift or reassociate meanings. Concepts gained through reading are evaluated, applied, or rejected; they in turn can influence personal adjustment, enrich experience, and stimulate thinking.

EMPHASIS IS PLACED ON THE STUDENT HIMSELF LEARNING HOW TO READ.

The child is actively involved in the learning act and in the solution of his own problems.

*The Child:

views himself as a reader who relates and reacts to the printed message.

sees himself as a discoverer of new ideas.

sets his purposes for learning and sees their value.

selects skills to practice.

accomplishes self-defined and group goals.

interacts with others in order to share and obtain new ideas.

applies his reading power in extending his interests.

feels success in his achievement.

The teacher acts as a guide and is the facilitator of learning.

*The Teacher:

places stress in responding to the child's goals and not solely on transmitting knowledge.

guides the selection of skills needing practice.

involves the child by encouraging self-selection, self-direction, and self-correction so that the learner can further his own goals and practice decision making.

helps the child respect and use facts as a means of learning; not as ends in themselves.

asks questions that may lead to inferring, seeking further information, and applying what is known to new situations.

capitalizes on the child's interests by providing him with a variety of materials and experiences.

encourages and values the contribution of each individual.

observes and refines the activities in which the children take part: how they go about their reading tasks, work together in a group, do research, discuss and share information and ideas.

studies his own techniques in order to discover whether they are effective and whether he needs to use better ones.

changes his classroom organization as indicated by his self-analysis.

THE TEACHING OF READING IS CHARACTERIZED BY CONTINUOUS OBSERVATION OF THE INDIVIDUAL'S ACHIEVEMENTS, AND DIAGNOSIS OF HIS READING PROBLEMS.

A diagnosis is made on the basis of teacher observation.

*Determine the appropriate instructional level through silent and oral reading of a text. Locate the level where a child knows approximately 95% of the words and comprehends 75% of the ideas.

Analyze the kinds of reading errors made. Typical errors include inability to attack words, overuse of context clues, and failure to interpret the literal and inferential meanings.

A program is developed.	*Provide a program which will capitalize on the student's strength Assist him at his functional level in overcoming or compensating for his weaknesses.
Continuous evaluation of progress is made.	*Evaluate the appropriateness of the child's program and determine the success of procedures and materials used. Continuous diagnosis of his needs will allow a match between the learning readiness and the materials and procedures used in the instructional program.

ATTENTION IS GIVEN TO INDIVIDUAL DIFFERENCES.

Adjustment is made to the child's present achievement level through proper materials.	*Textbooks and instructional materials in all content areas are fitted to the achievement of the individual pupil. Individual learning packets, programmed materials, and trade books assist in reaching the appropriate level.
Special skill needs are serviced.	*The child's competencies are assessed. Intensive practice is provided to overcome his deficits. An auditory, visual, kinesthetic or a combination approach is adopted. Skill instruction will be closely related to meaning, evaluation, and application.
Adjustment is made to the individual through grouping procedures	*Flexibility in grouping is encouraged. Ability grouping by reading level is only one procedure. It cannot be used entirely because differences within the group still exist. The "three group concept" of classifying learners on a long term basis labels them and should be avoided. Rede-

ployment of children by reading level narrows the range of reading ability. However, diagnosis and prescriptive instruction are necessary to meet specific skill needs.

Other types of grouping to be used include:

- interest groups--children work together in a study of a particular area. This could be multi-age grouping.
- "buddy" groups--two or three children work together on a common problem.
- tutiorial groups--an older child assists younger children in skill application.
- skill groups--children are clustered together for a reteaching or reinforcing a skill.
- individual--child is self-directed utilizing the aid of the teacher as needed.

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PRINCIPLES OF LEARNING ARE APPLIED TO THE INSTRUCTION.

Readiness for a task is a prerequisite for learning.

*The reading experience becomes relevant when every learning activity is preceded by a readiness experience. In order to bring something to the printed page, the child must have a background of experience, information, and language development, and have reached the needed level in word recognition and comprehension skills.

Motivation comes from within the child but can be supported by a proper learning environment.

*Motivation for learning is cultivated in a supportive environment which respects the dignity and worth of each individual. This can be done by:

	realizing that learning takes place in relationship of affection, firmness, and consistency. Sensitivity to the needs and feelings of individual pupils is imperative.
	setting short term goals and acknowledging successful performance immediately.
	relating the child's interest to what he reads, and furthering other emerging interests.
Reinforcement of a skill is necessary.	*A skill, once presented, must be practiced if it is to be maintained. This means that frequent reinforcement of the skill is necessary.
	This does not mean that rote drill activity must occur. Rather, a skill can be reinforced using a different approach, method, or material. Games, self-directed activities, team learning, and multiple response techniques are useful.
	The child's attention span must be respected by spacing reinforcement periods appropriately. Two short reading periods a day are more effective than an extended morning period only.
Transfer of learning infers that a learning set developed in one situation can be applied to another.	*All learning is related. Skills are not learned in isolation but rather they are gained through perceiving relationships and through application.
	Positive transfer of training is in proportion to the similarity between the learning situation and later situations in which the learning is to be applied.

A GOOD READING PROGRAM DEVELOPS ALL ASPECTS OF THE READING ACT.

Skills of word perception are essential in developing reading as a thinking process.

*Word recognition is developed through the effective use of:

picture clues
configuration clues
word meaning clues
context clues
phonetic analysis
structural analysis
the dictionary

Deriving the meaning is the essence of reading. Comprehension includes both literal and inferential skills.

*Factual information is only one aspect of comprehension. These skills include:

- identifying and interpreting characters
- relating ideas in sequence
- reading for details and simple recall
- following directions

Critical comprehension includes:

- distinguishing fact and fancy
- drawing logical conclusions
- making inferences
- predicting outcomes
- making generalizations and judgments
- distinguishing facts from opinions
- interpreting the author's purpose

Study and locational skills are important in the reading program.

*Study and locational skills are another aspect of comprehension. They include:

- skimming
- locating sources of information
- finding answers for specific information
- following directions
- classifying ideas and outlining

- identifying main ideas and related ideas
- summarizing
- proofreading written materials

This can be attained by using reference materials such as maps, encyclopedias, charts, graphs, dictionaries, newspapers, and other content materials.

Emphasis is placed on the enjoyment of reading.

*Reading for pleasure is stressed. The individual is transported into the land of fantasy, the world of the past, present, and future, the factual, and the poetic.

THE READING PROGRAM IS CHARACTERIZED BY A WIDE VARIETY OF LEARNING MATERIALS AND ACTIVITIES.

The basal reader acts as a tool to develop skills in reading. it acts as a "take off" to other reading.

*A basal reader provides a structured sequence of skill development. However, a basal reader is not a complete reading program. Development of skills must be adapted to individuals. This may be accomplished by using additional teaching procedures and materials which expand the skill development. Pacing children through the same material at different rates is not sufficient.

Application of reading abilities is essential and obtained through various means.

*At all levels there is provision made for a wide range of instruction by:

using individual activity check lists, individual or group experience stories, and creative activities for sharing books

utilizing homeroom or central libraries for story hours, for browsing, and for individual research employing a planned literature program through the use of picture books and illustrations, poetry, factual books, general fiction (animal stories, mysteries, adventure, folk and fairy tales, myths, legends, biographies, plays, and magazines)

participating in language enrichment activities such as creative stories, poems, dialogues, play reading, echo reading, role playing, and dramatization

engaging in audio-visual activities through listening centers, tape recorder, motion pictures, television, filmstrips, and the overhead projector

Reading skills are applied in the various content areas of mathematics, social studies, and science.

*Since reading is a thinking process, reading skills must be developed, maintained, and challenged in the content subjects. Certain reading skills are relevant to a particular subject area and need to be developed within the context of that subject.

These include map reading, interpretation of scientific data, and analysis of mathematical problems. The ability to use the appropriate skill in content reading is indicative of a good reader.

Provision for individual difference in the various subject matter areas should be made through the use of multi-level materials, differentiated assignments, and intra and interclass grouping.

THE FINAL GOAL OF READING IS TO HELP THE INDIVIDUAL LEARN MORE ABOUT HIMSELF, AND TO EXTEND HIMSELF.

* Through reading, the individual:

creates new meaning by interpreting what the author has said or implied.

relates reading to life and establishes personal values and attitude.

enjoys life by opening up new avenues of learning and new kinds of responses to the old.

A good reading program develops an individual who seeks and finds answers to questions, and who formulates new concepts relative to his existance.

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Ferguson-Florissant School District

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APPENDIX K

READING OBJECTIVES

FERGUSON-FLORISSANT SCHOOL DISTRICT
655 January Avenue
Ferguson, Missouri 63135

Reading Committee
January, 1973

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WORD RECOGNITION SKILLS

A. PHONETIC ANALYSIS: The child applies a sound to its written symbol to read new words.

1. The child tells when two words pronounced by the teacher do or do not rhyme.

   Given ten pairs of words pronounced by the teacher, the learner can identify the rhyming pairs:

   light - bright
   like - let
   now - cow
   can - fan
   shine - mine
   chair - bear
   barn - desk
   dress - mess
   foot - boat
   tent - went

2. The child picks out rhyming words read by the teacher.

   After hearing a two-line rhyme or jingle read by the teacher, the learner can indicate the two words that rhyme:

   Feet can dance and feet can skip;
   Feet can run and feet can trip.

3. The child rhymes a word with another word.

   Given a word pronounced orally, the learner can, for eight of any ten such words, say a word which rhymes with the given word:

   sun
   will
   sad
   game
   hat
   rake
   ring
   get
   pocket
   say

4. The child tells when the words do or do not begin with the same sound.

   Given five or more rows of pictured objects, with four in each row, and with the pictures in each row such that the names of two of the pictures begin with the same sound (Ex: bell-phone-ball-girl) the learner can mark in each row the two pictures whose names begin with the same sound as a third word (not pictured) pronounced by the teacher:

4. (Continued)

pit
run
man
barn
flour

pen
rake
mitten
cake
fish

pants
hand
lemon
ball
hen

wagon
saw
car
bird
fire

rat
rabbit
monkey
pencil
top

5. The child identifies the letter that makes the initial sound.

Given pictures whose names begin with the sounds of the consonants, the learner can identify the letter with which each picture begins:

socks
cake
bed
jump

dog
turtle
nail
man

girl
watch
fan
key

6. The child tells whether the words do or do not end alike.

Given sets of four pictures in which two pictures have the same final consonant sound, the child can mark the two that end with that sound:

chair
cake
top
bird
dog

horse
book
dress
table
tent

pin
ball
foot
soap
boat

7. The child identifies the letter that makes the ending sound.

Given pictures whose names end with the sounds of the consonants, the learner can identify the letter with which each picture ends:

mop
towel
can

goat
dog
tub

worm
fork
dress

8. The child identifies words that begin with the same consonant blend and the letters that make up the sounds.

Given a list of twenty words pronounced by the teacher, the learner can write the beginning blend for each word:

twig
small
stuck
stamp
blue

prize
glide
pretty
street
flower

from
spell
blink
pretty
broke

slip
clown
trip
plant
glass

9. The child recognizes the variant sounds of s, c, and g.

Given a list of six key words (sea - is; cent - call; gem - go) and a list of words containing those variant sounds, the learner can match the word with the appropriate key word:

sea - is	cent - call	gem - go
was	city	magic
set	cup	gently
soft	cinema	gate
bars	come	cage
bus	cows	goat

10. The child identifies simple two-consonant combinations - ch, sh, th.

Given a list of ten words enunciated by the teacher, the learner is able to identify the appropriate digraph:

this
teeth
she
with
that
chicken
ship
chin
whistle
chop

11. The child recognizes words with a single long vowel sound and identifies the vowel heard (Ex: nose, brile, cheese, seat, bale).

Given an answer sheet on which are printed rows numbered one through twenty, each row containing the vowels a, e, i, o, u, the learner can circle in each row the vowel whose long sound he hears in a word pronounced by the teacher:

see
like
wheel
snow
cute
cone
meet
kite
home
ice
boat
make
mule
wide
train
tail
use
bean
fume
face

12. The child identifies the sound and letter name of the vowel in single syllable words with a single short vowel sound (Ex: man, duck, pet, hit).

Given an answer sheet on which are printed rows numbered one through twenty, each row containing the vowels a, e, i, o, u, the learner can circle in each row the vowel whose short sound he hears in a word pronounced by the teacher:

tin
hop
fan
cup
not
ten
pig
mad
fun
peg
ham
sit
pet
did
cot
bat
his
nod
rug
bed

13. The child identifies the letter that makes the single vowel sound and says the word.

Given twenty words, the learner is able to determine the proper vowel sound and say the word:

sock
rug
five
ate
seal
soap
truck
spade
cape
fed
cats
flute
rat
peach
spice
top
tune
grass
pet
dish

14. The child recognizes the effect of r, al, and aw on vowel sounds in words.

Given a list of ten words containing vowels controlled by r, l, and w, the learner is able to say the word:

car
cow
new
for
almost
fur
saw
ever
call
always

15. The child recognizes and says words in which there is an oi, oy, ou, ow, ew, combination. (Ex: house, boy, soil, cow, new).

Given a list of words which contain the oi, oy, ow, ou, and ew combination, the child can say the word:

oil
how
new
down
voice
boy
owl
dew
out
toy
mouse
noise
flew
house
boil
town

16. The child identifies the appropriate oo combination in words (Ex: choose, book).

Given a list of words containing oo, each followed by the words moon and look, the learner can circle key words in which oo sounds the same as in the given word:

hood
room
good
hoop
food
took
zoo
stood

17. The child identifies words which end in vowels.

Given a list of words in which the only vowel is at the end, the child gives the vowel its long sound (Ex: go, me):

go
she
no
he
me
so
we
be

18. The child identifies unsounded consonants in words.

Given a list of ten words containing unsounded consonants, the learner can cross out the unsounded consonant in each word:

wrong
autumn
castle
knee
sigh
wren
hour
wrap
honest
often
column
listen

B. STRUCTURAL ANALYSIS: The child uses structural analysis to recognize and use the correct form of words.

1. The child chooses the letter - upper or lower case - that is identical to a key letter.

Given ten rows of letters, six per row, with the first letter in each row repeated twice within the row, the learner can mark in each row the two letters that are like the first letter in the row:

R	P	R	B	R	G
n	m	u	n	h	n
b	b	g	d	b	p
K	V	H	L	K	K
m	n	m	u	m	w
D	B	D	C	O	D
t	k	i	t	t	f
H	I	F	H	K	H
g	p	g	q	g	b
W	W	V	W	U	M

2. The child chooses the word or phrase in a series that is identical to a key word or phrase.

Given five rows of words or phrases, four in each row, with the first word or phrase in each row repeated once in that row, the learner can mark the one that is like the first word or phrase in the rows:

dog	got	dog	do
make	mash	mate	make
barn	barn	farm	bark
tape	tale	tape	tap
walk	talk	wall	walk

3. The child names letters in left-to-right sequence.

Flashed in a series of ten cards on which have been written the letters of the alphabet or a word, the learner can name each letter or letters in a word from left to right:

no
pig
try
chin
girl

at
set
soap
buck
paste

4. The child selects a rhyming word based on structure.

Given a series of four words, the learner can match the words that are identified except for the first letter. (Ex: man, ball, sat, par):

get	ten	wet	bell
gum	but	cut	gun
cake	tape	take	nail
cut	rub	sun	fun
dish	with	fin	wish

5. The child identifies compound words and specifies the elements of a compound word.

Given a list of twenty compound words, the learner can write beside each the component parts of the given compound word. In addition, if given a randomly arranged list of component parts of compound words, the learner can combine the given parts to make compound words:

something
doorbell
everywhere
cowboy
inside

blackboard
become
into
football
farmhouse

barn
may
birth
fire
blue

man
bird
be
ball
yard

6. The child identifies simple contractions and uses them correctly in sentences.

Given a list of ten simple contractions, the learner can identify the words and use them correctly in sentences. In addition, the child should be able to identify the two words that make up the contraction:

can't
won't
didn't
I'm
we're

I'll
you're
she'd
wouldn't
it's

7. The child identifies the root word in inflected words.

Given ten or more words derived by adding ing, ed, s, es, to the root word, the learner can circle that part of each word which is the root word:

singing
lives
wanted
fishing
mixes
boxes
waiting
trap
reads
yelled

8. The child recognizes and understands the use of comparative terms.

Given ten sentences, the learner uses the correct term by adding er or est to the appropriate word:

His book is ______________ than mine. (big)
My kite is the ______________ one. (high)
Tom is the ____________ boy in the room. (nice)
My jump rope was ___________ than hers. (long)
Is your bike _____________ than mine? (fast)
Today is _______________ than yesterday. (cool)
This is the ______________ ball I have. (small)
A turtle is the ______________ animal there is. (slow)
Your desk looks ____________ than mine. (clean)
Tim is the _______________ boy I know. (brave)

9. The child determines whether a singular or plural noun should be used.

Given ten sentences, each containing a blank space which calls for a noun, and given the singular and plural form of the noun which fits each sentence, the learner can underline or circle which form is appropriate in the given sentence:

I have lots of __________________.
This is my ________________.
He got ten _______________ at bat.
It is fun to play with a _____________.
My _________________ is fat.
Get rid of the _________________.
________________ got on my candy.
This _____________ is not green.
Get him three ______________.
__________________ are nice to have.

pet	pets
book	books
hit	hits
ball	balls
cat	cats
weed	weeds
bug	bugs
tree	trees
mop	mops
toy	toys

10. The child uses appropriate singular or plural forms of irregular words.

Given ten nouns, such as mice, lady, children, the learner can identify singular or plural forms of these words and use them correctly.

mice
lady
box
monkey
feet

child
Misses
babies
man
teeth

11. The child identifies the possessive forms of nouns and pronouns in context.

Given a list of ten sentences in which a possessive form of a noun or pronoun should be used, the learner can identify the word which denotes ownership:

John's bike is blue.
His coat was lying in the mud.
The womens' hats were all pretty.
The cake was baked for Scott's birthday.
The light makes shadows on the moon's face.
The boys pulled the girls' hair.
Tip's long tail was smooth and shiny.
Put your toys in Jim's box.
Big Billy Goat Gruff is holding the troll's sign in his mouth.
Did Joe's toy frog fool Steve?

12. The child demonstrates his understanding of how root words are modified by prefixes or suffixes.

Given ten root words in the context of the sentence, the learner adds or selects the appropriate affixes to complete the meaning of the sentence:

dis en in re un

I will _______ courage him from climbing the mountain.
He _________ placed the jar that he broke.
The football player is ________ active because he hurt his leg.
We can ______large the house by adding two rooms.
After a long ride, the cowboy _____saddled the horse.

ly less ful ish ness

He glad____ took the award.
He is fear____ of storms.
She felt sheep____ when she came in late.
Look at his tooth____ grin.
The dry____ of the desert causes fires to start easily.

13. The child demonstrates his understanding of the use of inflectional endings.

Given two words ending in e the learner drops the final e before adding ing or adds d and r after the final e and identifies the word:

dive
wire
hide
poke
shine
wage
taste
type
stage
skate

14. The child demonstrates his ability to apply syllabication generalizations.

Given a list of twenty words, the learner applies the appropriate syllabication generalization and identifies the word:

winter
shoulder
tremble
silent
passenger
kitten
agent
distance
practice
corral
bundle
garden
often
jungle
stupid
favorite
circus
follow
frequent
muscle

15. The child indicates the accented part (syllable) in known words, in the context of a reading situation.

Given five or more pairs of sentences each containing an underlined word, used as two different parts of speech, the learner can read the sentence and give the underlined word proper stress:

We refuse to be laughed at.
I put the garbage into the refuse container.

Jill got a big present for her birthday.
I will present an award to the Boy Scout troop.

The soldier deserted the army.
Camels live in the desert.

The children were content to stay at home.
The contents of the package were unknown.

The bug was so minute it could not be seen without a microscope.
In just a minute we will go to the gym.

C. MEANING CLUES: The child uses meaning clues to read.

1. The child predicts the words which correctly complete sentence meaning.

Given five open-ended sentences, the learner can complete each sentence in a meaningful way:

At the farm I saw a ____________________.
When Tom went to the zoo, he saw a ________________.
For breakfast, I ate ________________.
We decorated the Christmas tree with _________________.
Mother wanted to bake a cake so she got out the ________________.

2. The child supplies words which correctly complete sentences.

Given five or more sentences from each of which a word has been omitted, the learner selects from a pair of words following each sentence that word which best completes the sentence.

The birds are too ___________ for their nest in the tree. (big, little)
The woman shut the door with a ________________. (bang, beat)
Someone was coming to ___________ in the house next door. (go, live)
On and off, on and off, went the __________ in the night sky. (sun, light)
The ______________ blew for days and days. (wood, wind)

3. The child identifies words with similar meanings.

Given ten words in list 1 and another ten in list 2, each of which is similar in meaning to a word in list 1, the learner can draw lines between words in the two lists whose meanings are similar:

wet
hot
tiny
hat
hit
coat
bake
bold
drink
cut

little
brave
slap
warm
cook
swallow
snip (slice)
damp
cap
jacket

4. The child identifies words with opposite meanings.

Given ten words in list 1 and another ten in list 2, each of which is opposite in meaning to a word in list 1, the learner can draw lines between words in the two lists whose meanings are opposite:

4. (Continued)

cold
black
up
happy
push
dirty
in
big
day
wet

sad
pull
out
white
night
dry
hot
clean
down
little

5. The child uses homonyms correctly in the context of a sentence.

Given a series of five or more sentences, each of which contains blank spaces calling for homonyms (such as two, too, to), the learner can write the correct word in each of the five blanks:

I am going __________ the shop.
Do you ____________ that girl?
Tom swam in the ____________.
I went to school all ____________.
I saw a ____________ in the woods.

to	two
no	know
sea	see
weak	week
deer	dear

6. The child chooses the best meaning for a word in terms of context.

Given ten sentences in which one word has been underlined and following each of which is a list of three meanings for the underlined word, the learner can select and mark which meaning fits the context of the underlined word in each sentence:

That math problem is a hard nut to crack.

1. a dry fruit or seed.
2. something difficult.
3. slang - an odd person.

7. The child uses context to determine the meaning of a word.

Given five or more sentences in each of which there appears an underlined word in strong context, the learner can write in his own words a definition for the underlined word, using only the context as his reference:

As it vibrates back and forth, you can hear sound.
Jane liked to mix the dough to make bread and rolls.
I will park the car in the street.
Tom saw a new bat and baseball glove in the window.
Tom put a cap on his head.

8. The child identifies sensory images.

Given ten or more phrases, the learner can write see, hear, feel, or taste after the appropriate phrase.

a loud sound
a wet towel
a red barn
a sour lemon
a blue bird
a smooth table
a pretty dress
a police siren
a juicy apple
my radio

9. The child uses the dictionary as a reference in content areas - science, social studies, math, language.

Given five or more words from one or more content areas, the learner can locate the given word in a dictionary and can write its general and its specific definition:

characteristics
classified
various
similarities
subtraction
plain plane
tropical
circumference
addition
multiplication

The child recognizes a list of Sight Vocabulary.

D. LITERAL COMPREHENSION: The child uses various levels of comprehension skills.

Comprehension skills need to be constantly developed. They are never completely mastered. It is assumed that continual evaluation of these skills will be made at the individual's instructional reading level.

1. The child associates objects.

   Given a randomly arranged series of ten pictured pairs of associated objects, the learner can connect the related pairs by drawing lines between them and telling how they are related.

2. The child notes differences in related objects.

   Given three pairs of related concrete objects, the learner can describe orally the differences in size, shape, color, and function of members of each related pair.

3. The child matches pictures with sentences.

   Given five sets of four pictures each, the learner can make an X on the picture in each set which corresponds to a sentence directed by the teacher.

4. The child follows simple printed directions.

   Given a worksheet with five directions, the learner can follow the printed directions unassisted.

5. The child finds parts of sentences to answer recall questions.

   Given five sentences, the learner can underline that part of each sentence which contains the answer to an oral or printed question of simple recall.

6. The child identifies sequence of events.

   Given a paragraph followed by a randomly arranged set of five events from the paragraph, the learner can list the given events in correct time sequence after silent reading of the paragraph.

7. The child recalls facts.

   Given a one or two-paragraph story, followed by a set of five questions asking for facts relevant to each story and three possible answers, the learner can select the correct answer to each question.

8. The child uses punctuation marks to aid in his understanding.

Given a selection which is read orally, the learner indicates his understanding through correct pitch, stress, juncture; and by proper observation of commas, question marks, exclamation marks, periods, etc.

E. INTERPRETIVE COMPREHENSION

1. The child senses emotions.

Given a sentence such as, "Sam has just lost his pet turtle," the learner can tell how Sam feels.

2. The child senses the mood of a selection.

Given a poem or other selection to read, the learner can after silent reading, select from three words or statements that word or statement which best expresses the mood of the selection.

3. The child gets the main idea of a selection.

Given 4 paragraphs at the learner's level of reading, the learner can write in one sentence the main idea of each paragraph.

4. The child predicts the outcome of a selection.

Given a short selection, which is incomplete, the learner can, orally, or in writing, express a possible outcome for the selection.

5. The child interprets a figurative language.

Given five sentences in each of which is an example of figurative language, and given three possible interpretations of the meaning of each sentence, the learner can select from the alternatives that meaning which best fits the figure of speech in the sentence.

6. The child interprets cause-effect relationships.

Given three sentences, one of which states cause, another the effect, and a third unrelated, the learner can check the two sentences which are related.

7. The child distinguishes between reality and fantasy.

Given a pair of short selections, one of which is fantasy, the other of which could be reality, the learner can state the reasons why one deals with reality and the other fantasy.

8. The child senses implied feelings and/or reactions of story characters.

   Given four or more sentences which are based on a story read silently and in each of which a word describing a feeling or reaction of a story character has been left out, the learner can select from a list of four alternatives for each sentence that word which best expresses the feeling or reaction of the character named in the sentence.

9. The child senses mood conveyed by the author and how that mood is conveyed.

   Having read a given story silently, the learner can prepare a written statement of what mood he believes the author attempted to convey and a statement of how the author succeeded in conveying this mood.

10. The child recognizes propaganda techniques.

    Given a series of five or more propaganda statements, following each of which is a list of propaganda techniques (citing an authority, testimonial, band-wagon, generality, transfer of ideas from one situation to another, name-calling, etc.) the learner can select which of the listed techniques is illustrated by the given sentence.

11. The child verifies facts statements by reference to sources.

    Given a story and a list of factual statements based upon that story, the learner can, after reading the story silently, write after each statement that can be proved by reference to the story the beginning and ending words of the sentence in the story that proves the statement true. (The ...... wagon.) or NP after each statement for which the story contains NO PROOF.

F. EVALUATIVE COMPREHENSION

1. The child evaluates what is the missing element in a picture.

   Given five incomplete pictures, the learner can select the item which is missing from the given picture.

2. The child evaluates author's purpose.

   Given a brief selection, followed by a choice of three statements of purpose, the learner can select the best statement of the author's purpose.

3. The child evaluates events to predict outcomes.

   Given ten incomplete sentences or brief stories, each followed by a choice of three possible endings, the learner can select the best ending.

4. The child evaluates fact versus opinion.

   Given a brief selection, followed by four statements, the learner can indicate whether each statement is fact or opinion and why.

5. The child evaluates whether given details support main ideas.

   Given three main ideas, each followed by a list of five details, the learner can indicate which of the listed details support the given main idea and why.

6. The child evaluates printed matter in terms of propaganda.

   Given an article, story or advertisement, the learner answers the following questions:

   a. Who is the propagandist?
   b. Whom is the propagandist serving?
   c. The aim of the propagandist in writing this is to________________.
   d. People who are likely to be influenced into acting as the propagandist wishes because of ____________________.

7. The child evaluates the validity of statements based on given data.

   Given a selection at the learner's level of reading, followed by five statements concerning the selection, the learner can indicate which statements are valid and which are invalid, based on the data presented by the author.

8. The child compares viewpoints of authors writing about the same topic.

   Given two editorials (both on the same topic but by different authors) the learner can compare or contrast in written form the viewpoints expressed by the editors.

9. The child evaluates author biases.

   Given an article or story at the learner's level of reading, the learner can state in written form the author's bias as presented in the material.

G. LIBRARY AND STUDY SKILLS: These skills require continual evaluation.

1. The child recognizes the alphabetic symbols of the alphabet.

   When cards bearing the upper and lower case forms of the letters of the alphabet are flashed in random order, the learner can name the letters on each card as it is flashed with one hundred percent accuracy.

2. The child identifies title and author of book.

   Given a book, the learner can point out and read the title and the author of that book.

3. The child determines content by reference to Table of Contents.

   Given a book and the names of two stories contained in that book, the learner can, by reference to the Table of Contents, record the page numbers on which each of the stories begins.

   Given a book and the printed list of topics, the learner can, by referring to the Table of Contents, write YES or NO after each listed topic to indicate whether or not that topic is likely to be treated in the given book.

4. The child alphabetizes by first letter, second letter, and third letter.

   Given three lists of ten words each in which the first letter, second letter, or third letter is different, the learner can write the words in correct alphabetical order.

5. The child uses guide words to locate dictionary entries.

   Given a list of 6 sets of guide words, following each of which is a list of five words, some of which would be found between the given guide words and some of which would not, the learner can circle those words which would be entires on the page having the given guide words.

6. The child uses the dictionary to find meanings of words.

   Given a list of twelve words, the learner can locate in the dictionary and record on his worksheet, a synonym or a meaning for each given word.

7. The child uses the dictionary to find meanings of words which fit a particular context.

   Given five sentences, each of which contains an underlined word having more than one meaning, and following each of which is a list of three possible meanings for the underlined word, the learner can, by consulting the dictionary, underline that meaning which best fits the context in the given sentence.

8. The child uses the encyclopedia to answer specific questions.

   Given a topic and five questions about that topic, the learner can, by referring to the encyclopedia, write answers to the given questions.

9. The child uses encyclopedia subheads to locate specific information.

   Given a general topic to locate in the encyclopedia, and given specific information to locate under that general topic, the learner can record beside each specific information item, the subtopic under which he would expect to locate that specific information.

10. The child uses the Thesaurus.

    Given a list of ten words, the learner can use the Thesaurus to locate and list a synonym for each word.

11. The child compares information from different sources.

    Given a topic, the learner can find information in different references including the Readers Guide, Atlas, Almanac, filmstrip, and cassettes, list items of information covered, items covered in one but not the other and write an evaluative statement of which coverage he believes is superior, giving reasons for this decision.

12. The child uses a card catalog and call number.

    Given a list of 12 book titles, the learner can consult the library card catalog and can record beside each given book title the call number for that book.

13. The child uses title, subject and author cards.

    Given a list of ten questions dealing with both book and non-book material, such that some questions can be answered by consulting a title card, others a subject card, the learner can consult the card catalog and record the answer to each question.

14. The child takes notes in outline form.

Given an aritcle upon which to make notes, the learner can organize his notes into main topics, subtopics, and supporting details, using proper outline form.

15. The child takes notes and summarizes oral presentations.

The learner can, during an oral report, take notes on the presentation, and from the notes write a summary.

16. The child states points briefly.

Given a worksheet the text of a message to be sent as a telegram, the learner can reduce the given text to the fewest possible words.

17. The child can write a small research paper.

Given a topic, or having selected a topic, the learner can locate two or more reference sources, list these sources in correct bibliographic form, pose questions he wishes to answer in his research paper, read his source, take notes, organize the notes, and write the paper and proofread.

18. The child reads maps and graphs.

Given five appropriate situations, the learner can locate place or interpret graph.

APPENDIX L

FERGUSON-FLORISSANT SCHOOL DISTRICT
READING OBJECTIVES CHECKLIST

Name ______________________________

School ______________________________

KEY

1=Very Good / 2=Satisfactory / 3=Needs to Improve

Column One, each year/September to November
Column Two, each year/December to February
Column Three, each year/March to June

WORD RECOGNITION SKILLS

A. PHONETIC ANALYSIS

	Yr. ___			Yr. ___			Yr. ___			Yr. ___			Yr. ___			Yr. ___			Yr. ___		
1. Rhyming Words																					
2. Rhyming Words																					
3. Rhyming Words																					
4. Beginning Sounds																					
5. Beginning Sounds																					
6. Final Sounds																					
7. Final Sounds																					
8. Consonant Blends																					
9. Variant Sounds																					
10. Consonant Combinations																					
11. Long Vowels																					
12. Short Vowels																					
13. Determination Vowel Sound																					
14. Vowel +r, l, or w																					
15. Vowel Combinations																					
16. Vowel Combinations																					
17. Final Vowel Generalization																					
18. Silent Letters																					

B. STRUCTURAL ANALYSIS

1. Letter Matching																					
2. Word Matching																					
3. Letter Sequence																					
4. Rhyming Words (Visual)																					
5. Compounds																					
6. Contractions																					
7. Root Words																					
8. Comparative Terms																					
9. Plurals																					
10. Plurals																					
11. Possessives																					
12. Prefixes																					
13. Inflectional Endings																					
14. Syllabication																					
15. Accents																					

C. MEANING CLUES

1. Completes Sentences																					
2. Supplies Words																					
3. Synonyms																					
4. Antonyms																					
5. Homonyms																					
6. Words in Context																					
7. Words in Context																					
8. Sensory Images																					
9. Dictionary																					

COMPREHENSION SKILLS

D. LITERAL COMPREHENSION

	Yr. ____			Yr. ____			Yr. ____			Yr. ____			Yr. ____			Yr. ____			Yr. ____		
1. Associates Objects																					
2. Differences in Objects																					
3. Matches Pictures and Sentences																					
4. Follows Directions																					
5. Verifies Factual Responses																					
6. Sequence																					
7. Recalls Facts																					
8. Punctuation in Understanding																					

E. INTERPRETIVE COMPREHENSION

1. Senses Emotion																					
2. Mood																					
3. Main Idea																					
4. Predicting Outcome																					
5. Interprets Figurative Language																					
6. Cause-Effect																					
7. Reality and Fantasy																					
8. Implied Feelings																					
9. Mood of Author																					
10. Propaganda																					
11. Verifies Facts																					

F. EVALUATIVE COMPREHENSION

1. Missing Element																					
2. Author's Purpose																					
3. Predicts Outcomes																					
4. Facts vs. Opinion																					
5. Supporting Statements																					
6. Evaluates Propaganda																					
7. Validity of Statements																					
8. Viewpoints of Author																					
9. Author Biases																					

G. LIBRARY AND STUDY SKILLS

1. Alphabetic Symbols																					
2. Identifies Title and Author																					
3. Table of Contents																					
4. Alphabetizes																					
5. Guide Words																					
6. Finds Definition																					
7. Meaning in Context																					
8. Encyclopedia																					
9. Encyclopedia Subheads																					
10. Thesaurus																					
11. Compares Information																					
12. Card Catalog																					
13. Card Catalog																					
14. Notes in Outline Form																					
15. Summarizes Oral Presentations																					
16. States Points Briefly																					
17. Small Research Paper																					
18. Maps and Graphs																					

APPENDIX M

MANUAL FOR THE
TEST
To Accompany
READING OBJECTIVES
FERGUSON FLORISSANT SCHOOL DISTRICT

PURPOSE OF THE TEST

This diagnostic reading test is designed to help the teacher determine how well each pupil has mastered the basic word recognition skills at his level of reading. The test serves as a means of determining a pupil's strengths and weaknesses in phonetic and structural analysis. There are eighteen subtests in phonetic analysis and fifteen subtests in structural analysis.

The results of this test do not indicate a pupil's maximum ability in any area. Since each subtest is designed to check one essential skill or ability, the results reveal the pupil's degree of mastery of that particular skill. If a pupil gets every item correct on a given subtest, this means only that he has mastered only this particular aspect in reading.

The same degree of mastery cannot be expected from all children. Mastery may be desirable for some children; however, there are others for whom the teacher should decide the degree of competence needed before presenting other skills.

The teacher needs to determine where to terminate the test. It may not be desirable to give the whole test to all children, or to test children on items on which they have not had previous instruction.

The numbers and names of the subtest correspond to those of the Reading Objectives and to the Reading Objectives Checklist. The pupil test scores will be useful to the teacher in marking each child's Reading Objectives Checklist.

PHONETIC ANALYSIS

1. RHYMING WORDS

"Listen and tell me if these two words rhyme, light and bright. Yes, these two words rhyme. Do run and ran rhyme? No, they do not rhyme. I will read some words to you. Circle yes if the two words rhyme. Circle no if the two words do not rhyme."

1. cow - came
2. bell - ball
3. see - tree
4. book - took
5. duck - dark
6. man - tan
7. top - bird
8. boy - toy
9. dog - pin
10. hand - sand

2. RHYMING WORDS

"Listen to these short poems and write on your paper the two words in each poem that rhyme. (The ability to identify rhyming words is being tested, not the correct spelling.)

1. 'Don't you want to come with us
and ride inside a big school bus?

2. Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.

3. Hickory, dickory dock
The mouse ran up the clock.

4. Barber, barber, shave a pig
How many hairs will make a wig?

5. The north wind doth blow
And we shall have snow.'

3. RHYMING WORDS

"I say, sun. Tell me a word that rhymes with it. Yes, fun and run rhyme with sun. Listen to these words and write on your paper one word that rhymes with each word I say." (The ability to make rhyming words is being tested, not the correct spelling.)

1. man
2. cat
3. thing
4. day
5. bill
6. far
7. look
8. need
9. dish
10. hand

4. BEGINNING SOUNDS

"Look at the top row of pictures. You see a bird, horse, window and basket. Mark the two with an X that begin with the same sound as the word bell. You should have marked the bird and the basket because they both begin with the same sound as the word bell.

" Look at the pictures in Row 1. Mark with an X the two pictures that begin with the same sound as the word cat. Look at the pictures in Row 2. Mark with an X the two pictures that begin with the same sound as the word girl. Look at the pictures in Row 3. Mark with an X the two pictures that begin with the same sound as the word pig. Look at the pictures in Row 4. Mark with an X the two pictures that begin with the same sound as the word rat. Look at the pictures in Row 5. Mark with an X the two pictures that begin with the same sound as the word valentine."

5. BEGINNING SOUNDS

"Look at the pictures. Below each picture write the beginning letter of the word for that picture."

6. FINAL SOUNDS

"Look at the row of pictures at the top of the page. You see pictures of soap, ham, coat, and drum. The words for two of these pictures have the same final sounds. Which two words end with the same sound? Yes, ham and drum both end with an m sound. Put an X on the ham and drum to show that the two words for these pictures end with the same sound.

" Look at the pictures in Row 1. Name the pictures to yourself. Mark with an X the two that end with the same sound. Do the same for rows 2, 3, 4 and 5."

7. FINAL SOUNDS

"Look at the pictures. Below each picture write the ending letter of the word for that picture."

8. CONSONANT BLENDS

"What are the two letters that begin the word twig? Yes, t and w are the beginning letters for the word twig. Tell me what two letters begin the word small.

Yes, s and m. Write the two letters that begin each of these words." (You may wish to use these words in sentences.

1. star
2. block
3. plate
4. glass
5. twin
6. smart
7. stand
8. proud
9. fry
10. spool
11. pray
12. flag
13. clean
14. plum
15. slide
16. train
17. glue
18. frog
19. grape
20. crown

9. VARIANT SOUNDS

"The s has two sounds; sometimes it sounds like s in sun and sometimes it sounds like z in zoo. What sound does s have in is? Look at the example soft. Does the s have the sound as in sea or as in is? Yes the s has the same sound as in sea, so circle the word sea.

"Look at the column of six words at the left. Circle the word sea or is to show the sound of s in each word.

"The c has two sounds; it sometimes sounds like k in kite, or like s in sun. What sound does c have in cent? What sound does c have in call? Look at the example, can. Does the c have the sound as in cent or call? Yes, the c has the same sound as c in call, so circle the word call. Look at the column of seven words at the left. Circle the word cent or call to show the sound of c in each word.

"The g has two sounds. Sometimes it sounds like g in go, or like j in jump. 'What sound does g have in gem? What sound does g have in go? Look at the example goblin. Does the g have the sound as gem or go? Yes, the g has the sound as g in go, so circle the word go. Look at the column of seven words at the left. Circle the word gem or go to show the sound of g in each."

10. CONSONANT COMBINATIONS

"What is the sound that begins the word shoe? Yes, s and h are the letters that make the first sound in the word shoe. What is the sound that begins the word chair? Yes, ch are the letters that make the first sound in the word chair. What is the sound that begins the word thimble? Yes, th are the letters that make the first sound in the word thimble. What is the sound that begins the word wheel? Yes, wh are the letters that make the first sound in wheel. Write the wh, ch, sh, or th; the sounds that you hear in these words: these sounds might not be at the beginning of the word."

1. chain
2. shop
3. those
4. church
5. whip
6. think
7. shade
8. crash
9. when
10. each

11. LONG VOWELS

"The letters a, e, i, o, u, are known as vowels. In the word me, the vowel sound you hear is long e. In the word go the long vowel sound you hear is o. In the word ice the vowel sound you hear is long i. Listen to the vowel sounds you hear in these words. Circle the vowel sounds you hear."

1. rain
2. toe
3. deal
4. pie
5. fuse
6. kite
7. day
8. rode
9. feet
10. moan
11. cube
12. tie
13. goat
14. pole
15. bead
16. name
17. fume
18. seat
19. mile
20. mate

12. SHORT VOWELS

"Short a is the beginning sound in the word apple. The short i is the beginning sound in the word Indian. The short u is the beginning sound in the word umbrella. The short e is the beginning sound in the word elephant. Short o is the beginning sound in the word octopus. Listen to the vowel sounds you hear in these words. Circle the vowel sounds you hear."

1. sat
2. rid
3. mud
4. nod
5. rug
6. hat
7. red
8. dig
9. run
10. left
11. ran
12. ten
13. rim
14. net
15. nut
16. kid
17. box
18. gun
19. hen
20. ham

13. DETERMINING VOWEL SOUNDS

"Look at the first example on your paper. What vowel sound do you hear in the word kite? Yes, it is the long i sound. Please write i in the space behind the word kite, and then circle the l to show that the i is long.

"Look at the next word pan. What vowel sound do you hear in the word pan? Yes, it is a short a sound. Write a in the space behind the word and circle the s to show that the a is short.

"In the words below write the vowel sound you hear and circle the l or s to show if it is long or short."

In order to test each child's ability to say the words with the proper vowel sound, the teacher should have each child say the words orally.

1. crop
2. run
3. pile
4. cake
5. beat
6. moan
7. blunt
8. shade
9. hate
10. led
11. coal
12. mule
13. fat
14. steal
15. spike
16. slot
17. fuse
18. stack
19. red
20. ship

14. VOWEL + r, l, or w

This test is to be administered individually. Have the child say the listed words.

1. her
2. short
3. down
4. fall
5. farm
6. flew
7. lawn
8. burn
9. also
10. already

15. VOWEL COMBINATIONS

This test is to be administered individually. Have the child say the listed words.

1. boil
2. hound
3. joy
4. now
5. few
6. town
7. stew
8. Roy
9. noise
10. south

16. VOWEL COMBINATIONS

"The double oo has two sounds. The sound of double o in moon and the sound of double o in book. What sound do you hear in zoo, is it the sound you hear in moon or book? Yes, it is the sound as in moon. What sound do you hear in hook? Is it the same sound you hear in moon, or in book? Yes it is the sound you hear in book.
Look at the example on your paper. The double oo sound in broom is the same as in moon, so circle the word moon. Circle the word in each line that has the same sound as the first word."

17. FINAL VOWEL GENERALIZATION

This test is to be administered individually. Have the child say the listed words.

1. lazy
2. maybe
3. sly
4. photo
5. dry
6. also
7. cry
8. zero
9. hello
10. baby

18. SILENT LETTERS

"Look at the knife. One letter does not have a sound. Draw a line through the letter that is silent. The k should have a line through it. In the following words draw a line through the unsounded consonants."

STRUCTURAL ANALYSIS

1. LETTER MATCHING

"There are 10 rows of letters, and six letters in a row. Circle the two letters in each row that are like the first letter in that row."

2. WORD MATCHING

" There are 5 rows of words, and four words in all the rows. Circle the word in each row that is like the first word in that row."

3. LETTER SEQUENCE

This test needs to be administered individually, each child giving a response to the written letters.

A series of 10 cards are flashed at the student who is to name the letters in the words in sequence from left to right. The teacher will find on the last page of the test manual the words for the test. Cut on the lines to make the cards.

4. RHYMING WORDS (Visual)

"Look at the example. The words are band, camp, bank and land. Circle the words that rhyme. Yes, you should have circled band and land since these two words rhyme. In the following five rows, circle the two rhyming words in each row."

5. COMPOUNDS

"Sometimes two little words are used to make a big word. The big word is called a compound word. The word bird, and the word house can be put together to make the word birdhouse. Birdhouse is a compound word. On your paper find in part A, the example, fireplace. After the word fireplace write the two parts of the word. You should have written fire and place.

"There are 10 words. After each word, write the two parts that were used to make the compound word.

"In part B, look at the example shoe. Find a word in the second column that goes with it to make a compound word and write it in the third column. You should have written the word shoestring. Make compound words for the other words in the list." (The correct answers for part B have twice the value as those answers in part A.)

6. CONTRACTIONS

"Look at the example on your paper. You see the word you're. What words were put together to make this word? Write the two words on the line. The two words you should have written are you and are. The apostrophe shows that a letter has been omitted.

"After each of the contractions, write the two words that were used to make that contraction. Use each contraction in a sentence on the following lines on your paper." (The ability to use contractions correctly in sentences is being tested.)

7. ROOT WORDS

"A word from which we may build another word is called a root word. In the example on your paper in the word playing, play is the root word. Draw a ring around the word play. In the word painter, circle the root word. You should have circled the word paint. Circle the root words in the words below."

8. COMPARATIVE TERMS

"When we wish to compare two persons or things we often add er to the root word. For example, we may say, John is tall but Fred is taller.

" When we wish to compare more than 2 persons or things we often add est to the root word. For example, we may say, John is tall, Fred is taller, but Tom is the tallest of all.

" Look at the example. What ending do you put on strong to make the sentence correct? We need to add er to show that Jack is stronger than Mike. Write stronger on the line in sentence.

"In the following sentences add er or est to the appropriate words and write the correct words on the lines in the sentences."

9. PLURALS

"When we speak of more than one we often add an s to the word, such as, when we speak of more than one girl, we say girls. When we speak of more than one boy, we say boys. After the sentences on your paper there are two words. Circle the correct word for each sentence."

10. PLURALS

"In the following list of words, some words mean one and some words mean more than one.

"Look at the word brick, does it mean one or more than one? Yes, it means one, so circle one on your paper. Look at the word stamps, does it mean one or more than one? Yes, stamps means more than one, so circle more than one after the word stamps. In the same manner, circle one or more than one after the words below."

(After the students have completed this part, give the following directions.) "Use each of these 10 listed words in sentences."

11. POSSESSIVES

"We show that something belongs to someone or something by the use of the possessive form of a word. Look at the example. This is Mary's birthday. Find the possessive form in the example, and circle it. You should have circled Mary's, because it is her birthday. In the following sentences, circle the possessive form."

12. PREFIXES

" Sometimes we add a helping part to the beginning or ending of a word to make a new word. When the helping part is at the beginning of the word it is called a prefix. The prefixes dis, en, in, re, and un are listed on your paper. Now look at the example. Use one of these prefixes with the word usual and write it on the line. You should have used un, so your sentence reads, It is not unusual to travel great distances by air. In the following 5 sentences, use one of the prefixes in each sentence.

"When the helping part is at the end of the word it is called a suffix. The suffixes ful, less, ly, ish and ness are listed on your paper. Now look at the example. Use one of these suffixes with the word home and write it on the line. You should have used less, so that your sentence reads, This is a homeless little dog. In the following 5 sentences use one of the suffixes in each sentence."

13. INFLECTIONAL ENDINGS

"Look at the word dive on your paper. After it you see three endings, ing, er, and ed. Use the word dive with the proper ending in the example. The boy is_____into the pool. Write the correct word in the blank. The correct word is diving. You should have written this word." (Do not tell the students to drop the e before the ing was added, because this is the skill that is being tested.) "Look at the next sentence. What word belongs in the blank? Write the correct word on the line. The correct word is diver, you should have written this word. In like manner do the rest of the sentences in this exercise."

14. SYLLABICATION

"Look at the word yellow. Draw a line between the two syllables. You should have divided the word between the two ls. Now look at the word tulip. Divide it into two syllables. You should have drawn the line between the u and l.

"In the following twenty words divide the words into syllables."

For identifying the words, this part of the test needs to be administered individually with each child giving a vocal response to the twenty words.

15. ACCENTS

This test is to be administered individually. The child reads the sentences. The teacher notes if the underlined words are pronounced correctly according to their use in the sentences.

APPENDIX N

GATES MacGINITIE
Reading Test Scores
May, 1973

SCHOOL	Grade BP					Grade CP					Grade AP				
	Voc. GE	%ile	Comp. GE	%ile	Composite %ile	Voc. GE	%ile	Comp. GE	%ile	Composite %ile	Voc. GE	%ile	Comp. GE	%ile	Composite %ile
Bermuda						3.9	76	3.8	67	72	4.3	58	4.4	58	58
Central	2.5	65	2.4	60	63	3.1	53	2.9	41	47	4.0	49	3.9	46	47
Combs	2.2	51	2.2	55	53	3.7	68	3.5	59	63	3.8	45	4.0	48	52
Commons Lane	2.6	74	2.7	74	74	3.8	73	3.6	65	69	4.7	67	4.7	63	66
Cool Valley	2.0	39	2.0	39	39	2.7	40	2.7	32	36	3.9	46	3.4	34	40
DeSmet	2.6	71	2.6	71	71	3.6	66	3.4	55	61	4.5	63	4.6	62	62
Duchesne	2.4	61	2.4	63	62	3.5	63	3.4	55	59	4.2	55	4.3	54	55
Graham	2.5	68	2.5	65	66	3.1	52	2.9	39	45	4.2	51	3.9	45	49
Griffith	2.4	59	2.3	55	57	3.4	61	3.2	51	56	4.7	66	4.6	62	64
Halls Ferry	2.5	66	2.6	67	67	3.7	70	3.5	61	65	4.7	68	4.6	63	65
Lee Hamilton	2.5	65	2.6	68	67	3.6	69	3.4	56	63	4.5	63	4.5	60	61
Mark Twain	2.5	64	2.6	69	67	3.9	74	3.6	61	68	4.6	65	4.4	58	62
Parker Road	2.9	81	2.9	80	81	3.9	76	3.7	63	70	4.7	67	4.7	65	66
Robinwood	2.9	83	2.9	81	82	4.4	86	3.9	71	79	4.7	67	4.8	68	68
Vogt	2.3	61	2.1	49	55	3.1	50	3.2	46	49	2.5	57	4.6	60	59
Walnut Grove	2.1	49	2.2	52	51	3.1	52	2.9	39	45	3.9	45	4.0	46	46
Wedgwood	2.6	73	2.7	73	73	4.1	80	3.8	71	75	4.9	71	4.7	66	68
Total	2.4	62	2.4	63	63	3.6	65	3.5	55	60	4.3	59	4.3	56	58

GATES MacGINITIE
Reading Test Scores
May, 1973

SCHOOL	Grade 4					Grade 5					Grade 6				
	Voc. GE	%ile	Comp. GE	%ile	Composite %ile	Voc. GE	%ile	Comp. GE	%ile	Composite %ile	Voc. GE	%ile	Comp. GE	%ile	Composite %ile
Bermuda	4.7	44	4.6	39	41	5.7	43	5.2	33	39	7.3	58	7.6	54	56
Central	5.6	53	5.3	47	50	5.5	38	6.1	45	42	6.3	39	6.5	38	39
Combs	5.4	58	5.6	54	56	6.0	50	6.5	55	53	6.9	51	8.0	57	54
Commons Lane	6.3	74	6.3	68	72	7.5	77	7.8	72	74	8.3	75	9.3	72	74
Cool Valley	4.7	42	4.7	40	41	6.2	54	6.1	48	51	6.2	37	5.9	31	35
DeSmet	5.6	63	5.7	59	61	6.8	44	6.1	47	46	7.2	58	7.8	55	57
Duchesne	5.2	54	4.8	41	47	6.7	62	7.3	65	63	7.2	56	8.2	61	58
Graham	5.0	49	4.6	38	43	6.4	57	6.6	53	55	6.9	51	7.4	47	49
Griffith	5.3	53	5.3	49	52	6.3	54	6.6	54	54	7.0	52	7.6	52	52
Halls Ferry	6.0	69	5.5	57	65	6.8	64	7.3	64	64					
Lee Hamilton	6.4	75	6.8	74	75	7.0	68	8.1	74	72	7.2	57	8.3	61	59
Mark Twain	5.7	65	5.8	60	63	6.8	63	6.9	59	61	7.1	55	7.9	57	56
Parker Road	5.7	62	5.4	52	57	6.9	65	7.1	60	63	7.7	64	8.2	61	63
Robinwood	5.4	58	5.0	48	53	6.9	67	7.0	62	64	7.5	61	8.3	63	62
Vogt	5.8	62	5.7	55	59	5.4	39	5.9	46	43	6.7	47	6.9	43	45
Walnut Grove	4.7	36	4.2	28	33	5.3	35	5.2	32	33	6.4	40	6.5	38	39
Wedgwood	5.9	70	6.0	66	68	7.1	69	7.8	70	70	7.7	66	8.5	64	65
Total	5.4	58	5.3	51	55	6.3	56	6.7	55	55	~~6.7~~	51	~~7.2~~	50	51
											7.5		8.1		

APPENDIX O

LEARNING CENTERS

Art

Science

Communication

Recreation

Math

Creative Dramatics

ART CENTER

The activities in the Art Center should supplement the child's learning activities and also provide opportunities for creative experiences. The art activities can take place at the child's desk or in many other places in the room. The child should be taught how to use all materials, how to put the materials back in their place, and how to clean up after himself.

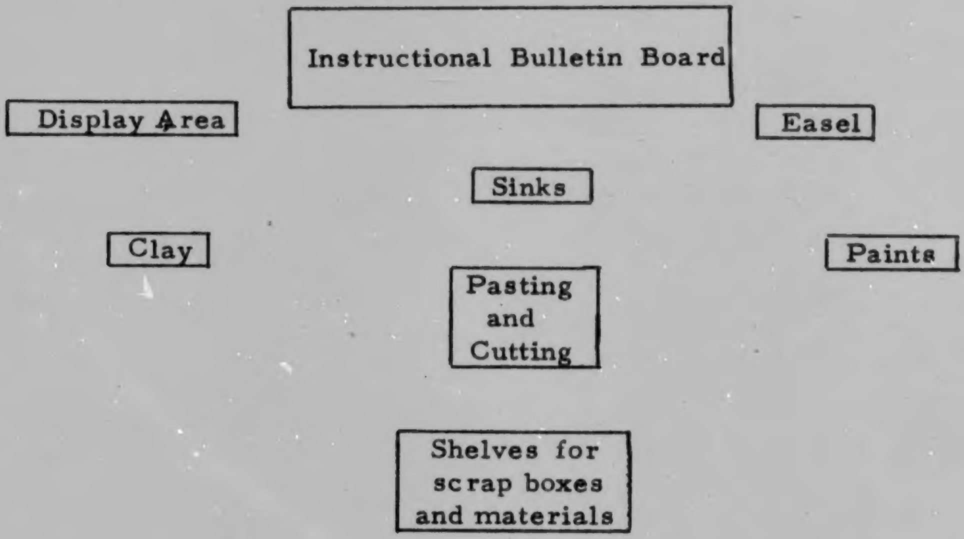
Materials:

- chalk
- cloth scraps
- paints
- cotton
- glue
- feathers
- plastic bottles
- innertube pieces
- acorns
- milk cartons
- beads
- straws
- margarine tubs
- paper towels
- pipe cleaners
- ribbons
- vegetables for printing
- seeds
- wood scraps
- string
- sponges
- paper bags
- scissors
- corks
- paste
- egg cartons
- magazines
- fruit jars
- beans
- linoleum scraps
- bathroom tile
- oilcloth
- small boxes
- paper doilies
- cellophane
- popsicle sticks
- toothpicks
- sandpaper
- wire
- spools
- yarn
- crayons
- confetti
- clay
- driftwood
- construction paper
- felt
- macaroni
- leather remnants
- aluminum foil
- newspapers
- bottle caps
- paper plates
- cardboard
- pine cones
- tooth brushes
- rope
- wallpaper scraps
- sequins
- wrapping paper
- tissue paper

Activities:

- Mixing primary colors to get secondary colors
- Finger painting
- Play-Doh
- Straw blowing
- Sand painting
- Painting a mural
- Making a relief map
- Illustrating a story
- Puppets
- Bulletin Boards
- Making a collage
- Painting
- Block printing
- Stencils
- Seed pictures
- Chalk pictures
- Making jewelry
- Sponge printing
- Mosaic

POSSIBLE ARRANGEMENT OF THE ART CENTER


Instructional Bulletin Board
Display Area
Easel
Sinks
Clay
Paints
Pasting and Cutting
Shelves for scrap boxes and materials

* *

COMMUNICATION LEARNING CENTER

Materials:

Magic slates to write messages to each other.

Large chart paper with pictures attached.

Tape recorders to tell oral stories about pictures.

Folder of pictures with words on back to write stories.

Mailbox, with paper and envelopes to encourage letter writing.

Story starters on 3 x 5 cards: first sentence, subject, 3 ideas or titles.

Words in an envelope which are sentences when put in correct order.

Toy telephones for oral communications.

Flannel or magnetic board with letters--cards with words to spell.

Crossword puzzles

Word analysis cards to catagorize.

Tin can telephones.

Books with records.

Slate and chalk to be used for spelling, writing practice and messages.

Dictionaries

Spelling games

Sequence cards

Tape recorders

Listening stations

Tapes for listening

Paperbacks

Activities:

Use three unrelated words and make them into a story. It can be a sensible or a silly story. Example: Horse/Angel/Tea. Peanut/Nightgown/Propeller.

"What Shall I Write About?" Have statements and questions printed so that children may get some ideas for their writing of stories:
Example:

Dinosaurs/What do you think they were really like?
Feelings/What makes you happy? angry? sad?
Heroes/Who is the bravest person you can think of and why?
Colors/How do certain colors make you feel? Do some colors make you feel better than others?
If/Tell what you would do if you were a spaceman, or a skin diver.
Opinions/What do you consider to be the best TV show and why?
People/Pick out someone you know very well and describe him. Tell not only what he looks like, but what he is like inside. Kind? Brave?

Cut cartoons from newspapers. Cut out the captions and number the pictures. Have the children paste the pictures in order on paper and fill in the captions with what they think the characters are saying.

Cover the lower portion of magazine pictures and have the children tell or write what they think is at the bottom of the picture. Cover the entire picture and cut out spaces so that only the faces of some of the people show. Have the children tell or write what they think the people are saying or doing.

Each child selects a word that interests him. The word selected must be one that rhymes easily. You may choose to list some words for the children to choose from, i.e., JET, CAR, GAME, FORT, FISH. The word chosen is then written at the top of a sheet of paper and a column of rhyming words is developed. Three related words are used to compose a three lined poem or TRIPLET.

A variation to add enjoyment of writing triplets is the TRIANGULAR TRIPLET. The child draws a triangle and writes his poem on the lines of the triangle--one line on each side--the reader may begin reading at any point of the triangle. Several triplets can be made into a mobile.

Work in alphabetizing, idioms, crossword puzzles, time lines, etc.

Cut a square piece of paper into four uneven parts to form a puzzle. On each piece put a part of a story. For example, river, storm, Tom, Dick, and place in an envelope. After the child has put the puzzle together he can write or tell a story using the ideas on the puzzle pieces.

Have the children write or tell the directions for a new game.

Select pictures from magazines and have the children pretend they are the various pictured objects. For example: pretend you are your favorite dessert.

Words jumbled such as baseball words, storybook characters, etc.

Place five objects in a bag. Pass the bag out to groups and have each group dramatize a play using all five objects.

A shoe box or kleenex box makes a small theater for children to present shows to each other or to small groups. The tips of fingers can have faces put on them with colored chalk, colored pencil, or paint to represent puppets.

Act out an object. For example, butter melting on toast, a computer, a toaster. Have the object named before it is acted out.

Have a child tell a story while pretending he has some nervous habit or something is bothering him, such as a fly.

Pretend you have string attached to a finger of each hand and also your nose. Let another classmate (he has ends of string) pull you imaginatively every which way.

Have lists of words the children should know by sight. Let one child read them to another child.

Use McCall-Crabbs Three Minute Exercises to develop greater speed and comprehension.

Prepare a folder for the Individualized Reading Program.

Library books.

Clay, paints, and crayons for follow-up activities in reading.

Have magazines available so the child can select words he would like to learn. Pass words on a sheet of paper and have the child spell them for you when he has learned the words he selected.

Provide a sheet of paper for each child on which is printed one word, such as Freedom - Vacation - Sports - Circus - Water. Tell the children they will be given five minutes to write all the words they can think of related to the specific word. After five minutes each child passes his paper to a neighbor who is given three minutes to add to the list of words. Each paper is given back to the original owner, who uses the words he wants to write a poem, or a story. These can be illustrated and/or taped to be played for the others.

A Scrabble Set makes a good spelling game.

* *

DRAMA CENTER

The purpose of the Drama Center is to engage the student in the creative process through dramatic activity. It is meant to emphasize the joy, understanding, appreciation, expression and meaning the learning situation has on the child. The democratic process and individual development used to reach the goal rather than the end result should be stressed.

Materials:

Clothes collected from various sources, i.e., child's home, stores, teacher's home, etc., to be used for costumes.

Props: Hand props, Set props, and Costume props.

Scenery: Cardboard, styrofoam forms, scrap lumber.

Record player and tape recorder with earphones and suggestion box.

Make-up table with mirror.

Paper and pencils at the table for children to use in writing their own stories, plays, skits, suggestions for improvisations, adaptations of fairy tales, fables, etc.

Motivator box and pictures to stimulate ideas for skits, plays, etc.

Full length mirror donated from a parent or purchased from dime store.

Other materials which will be needed: Opaque projector, Large rolls of paper, Paints, Hammers, Nails, and Saws. These will probably have to be obtained from some place other than the Drama Center.

Activities:

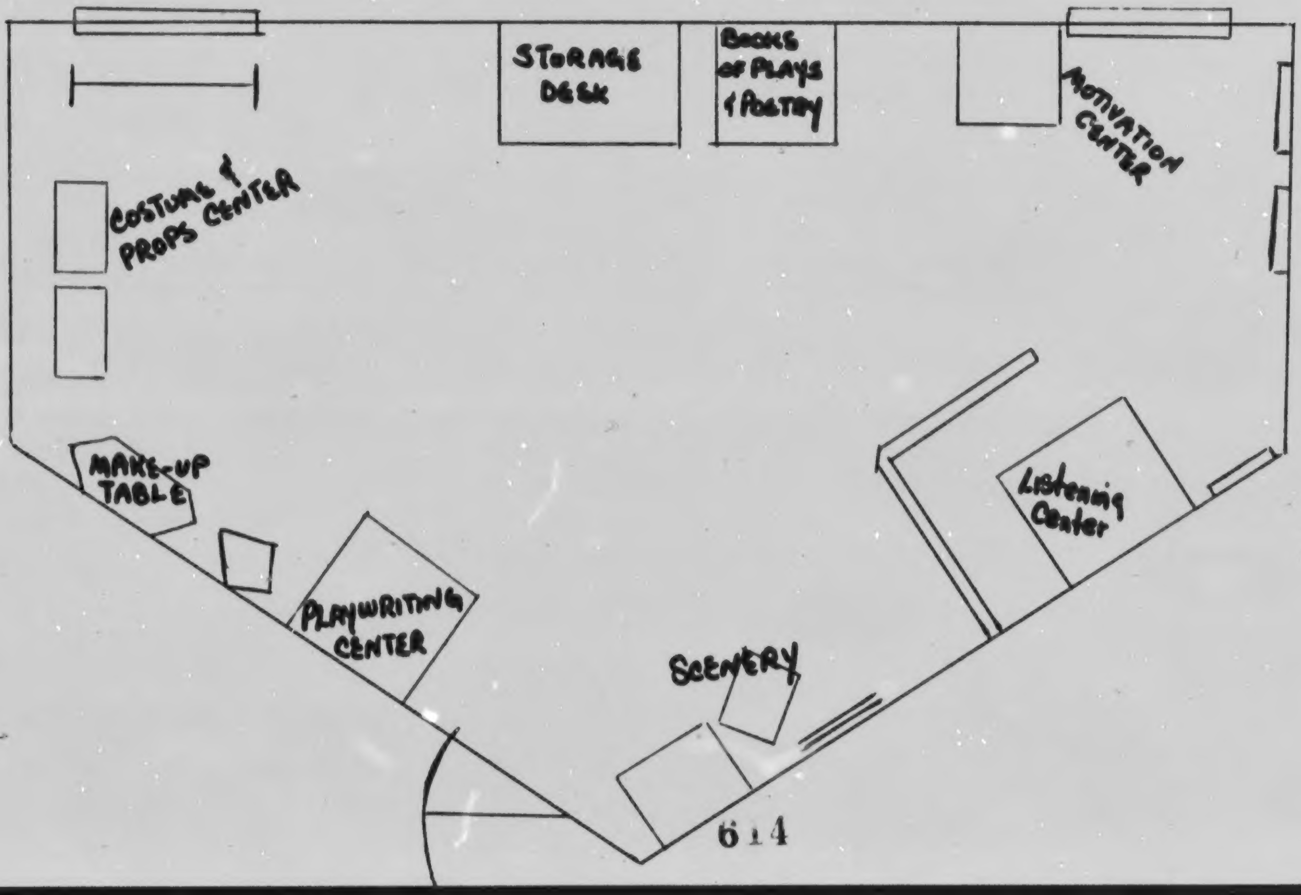
Pantomimes
Stunts and skits
Charades
Plays
Improvisations
Puppetry
Role-playing
Creative dance
Choral reading

Outside contacts who may be able to furnish props and supplies:

Florissant Honda Shop
Airport Lumber (Florissant)
Craig Furniture (Clayton)
Cohen Furniture
W. J. Polk, Inc. (St. Louis)
Individuals

Grocery stores
Paint stores
Lumber yards
Fabric stores
Factories

POSSIBLE ARRANGEMENT OF THE DRAMA CENTER


STORAGE DESK
BOOKS OF PLAYS & POETRY
MOTIVATION CENTER
COSTUME & PROPS CENTER
MAKE-UP TABLE
Listening Center
PLAYWRITING CENTER
SCENERY

HOMEMAKING CENTER

In the classroom the Homemaking Center is an area designed to let children discover basic homemaking skills and appreciation of the homemaker. It should be included in the curriculum for aesthetic development, language development, creative expression, problem solving, motor skill development, and experience in measuring. This is an area where the child who may have difficulty in succeeding academically might find success in manual skills. Support and volunteer help from parent organizations is essential.

All possible homemaking skills should be included in the curriculum, such as cooking, sewing, creative needlework, marketing, gardening, interior decorating, flower arranging, design, upholstery, furniture antiquing, and housecleaning.

Activities:

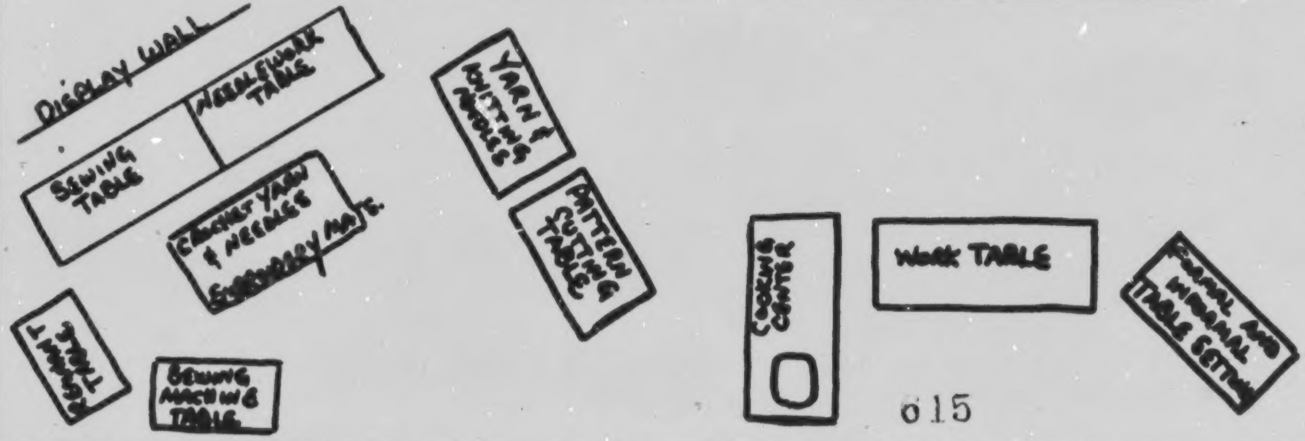
Fashion show
design and decorate a room
ironing
planning, purchasing, and preparation of a menu
field trips to community resources
cooking contests and preparation of a recipe booklet

Resources Available for Field Trips and Outside Speakers:

Laclede Gas Co.
Union Electric Co.
Singer Sewing Co.
Freunds Baking Co.
Marc Interiors
Cohen Draperies
Rold Gold Pretzel Co.
Bordon Food Co.
Aunt Nellies Candy Co.
Landshire Sandwiches
Frito Lay Co.
Kraft Foods

Krispy Food Distributors
Carnation Co.
Carlstrom Foods
Mavrako Candy Co.
McCluer High School Home Ec. Dept.
Missouri University Ext. Division
Washington University Home Ec. Dept.
St. Louis County Health Department
U.S. Conservation Dept.
Shaw's Garden
Nursery Farms
Teachers, students, and parents

POSSIBLE ARRANGEMENT OF THE HOMEMAKING CENTER


DISPLAY WALL
NEEDLEWORK TABLE
SEWING TABLE
YARN & KNITTING NEEDLES
CROCHET YARN & NEEDLES
EMBROIDERY MATS.
PATTERN CUTTING TABLE
COOKING CENTER
WORK TABLE
FORMAL AND INFORMAL TABLE SETTING
SEWING MACHINE TABLE

MATH LEARNING CENTER

The Math Center is not set up as the total math program. It is designed to provide skills in such a way that children would enjoy participation in them. It should be used as a supplement to the regular math lessons. In this center we can set up certain games, real life math situations, and ways of practicing math skills.

Activities and Materials:

Store - Since children nowadays have some experience with money, we feel it would be a realistic situation for them to use money for purchasing objects. In this store the children would use many processes of math such as multiplication, division, subtraction, addition, weight, and measurement. For example: we have fruit priced by the pound. The fruit would have to be weighed and then priced according to the weight. Once the store is in operation, there may be different processes of math that become apparent.
Materials which may be used for the store can include: pictures of fruit and other signs; crates; cardboard; wood; boxtops and pictures of food; labels from containers of food; child's toy cash register; and a baby scale borrowed from home.

Used Car Lot - This center is designed to teach the children the value of large sums of money. We hope to give the child the idea of interest and monthly payments. We hope this would give them familiarity with salesmanship and bargaining. We have designed a form for them to fill out when purchasing the car. The materials used: cardboard; cars; forms which can be obtained from a car dealer.

Mastery Cards - The mastery cards cover 1 - 6. These cards are used as extra activities for the students. The students can choose the mastery card that they are competent in working. The materials used are: pages out of discontinued math textbooks; 5 x 8 index cards, clear contact paper.

Games taken from PLUS (ed. Mary E. Platts, Educational Service) - Games from PLUS are designed as multi-age group games. Flash cards are used to determine grade levels. Some games are small group, individual, and class activities. All areas are included in this text. Some of the materials used include: scrap wood; cardboard boxes; paint, and 5 x 8 index cards.

* *

RECREATION LEARNING CENTER

It has been aptly stated that "the work of childhood is play." With this theory as a foundation we believe that a Recreation Center should be an integral part of the learning community. Recreation promotes social interaction, provides for necessary relaxation and release of tension, serves to develop skills bringing about a sense of accomplishment, carries over into lifetime interests, brings unity to family living, and plays an important part in the development of the "well-minded" individual. For these reasons, we have set up the Recreation Center.

Materials and Activities:

horseshoe set (rubber)
bowling pins and ball (plastic)
golf clubs and balls
table tennis set and table
badminton set
tennis rackets and balls
archery set
trampoline
climbing rope
parallel bars
horizontal bars
mats
weights
football
baseball, bats & bases
wiffle ball and bats
basketball
hockey set (plastic) & goals
scoops
box hockey
plastic bottles
fishing rods

sandbox
tires
parachute
cargo net
romper stompers
scooters
building blocks
ring toss
wooden cars and trucks
checkers and other box games
sliding board
pogo stick
stilts
marbles
jacks
playground balls
jumping ropes
puzzles
records and record player
Indian clubs
Camping equipment (tent, stove, lanterns)
film loops and projector

* *

THE SCIENCE CENTER

The Science Center is an area in the classroom where a collection of materials is available for the children to experiment through the manipulative, inquiry, and discovery methods.

Materials:

Classification Section

Seed Pods (coconut, gourds, cones, cotton, Indian Corn, chestnut)
Shells (coral, sand dollar, star fish)
Bird nests
Insects and Insect Nests (mud dauber, hornet, praying mantis)

Globe with moon made from scraps
Sorting bin (cereal, macaroni, seeds (beans, peas, corn))
Funnel and sorters with various size screens
Scale and buttons for sorting, weighing and classifying

Animal Section

Study Prints
Books on Animals
Live animals (turtles, gerbils, duck, rabbit, guinea pigs)
Animal Cards
Toy Animals
Ant Farm
Aquarium
Skeletons (human, (scale) rabbit, cat, mink)

Magnet Table

Magnet books
Many Magnets of various sizes, shapes, rusty, and materials on string (foil cloth, glass, plastic, foam, metal shavings, nail, pins, aluminum can, paper, fork, chain, paper clips, hair pin, etc.)

Mirror Cards

Tangram Cards and Pieces

Plant Section

Queen Anne's Lace (Wild Carrot) in water with various food colorings
Variety of wild flowers (chicory - milkweed)
Plant booklet with various plants mounted and labeled
Bulbs (old and new)
Terrarium

River Loot

Container with water
Pieces of driftwood - - pieces of water-logged wood (slime mold growing)
Books on earth and water (Stepping Into Science)
Rocks
Tap water
Specimens of Mississippi River water and mud
Hand lenses
Tree bark
Rusty wire from river bank

Atmosphere and Weather (Experience Kit in Science)

Kitchen Physics

DLM Clear Shape Stencils

Electrical Table

batteries
light bulbs
wires
compasses

Reference Materials

Books by Illa Podendorf:

- Every Day is Earth Day
- Food is for Eating
- How Big Is a Stick?
- Magnets
- Many is How Many
- Shadows and More Shadows
- Shapes: Sides, Curves, and Corners
- Sounds All About
- Stepping Into Science
- Things are Alike and Different
- Things are Made to Move
- Things To Do With Water
- Toby on the Move
- Who, What, and When?

After Dinner Science by Kenneth Swezey
Elementary Science Study - McGraw-Hill Book Company
How and Why of Mechanical Movements, The by Harry Walton
Ice Cubes - McGraw-Hill Book Company
Life of Beans and Peas, The - McGraw-Hill Book Company
Popular Science Encyclopedia of the Sciences
Prove It! by Wyler and Ames
Science for Tomorrow's World - MacMillan Science Series
Science Puzzlers by Martin Gardner
Science World Book of Brain Teasers by Simon Dresner
Way Things Work, The by Simon and Schuster
What Wood is That? by Herbert L. Edlin
Where is the Moon? - McGraw-Hill Book Company

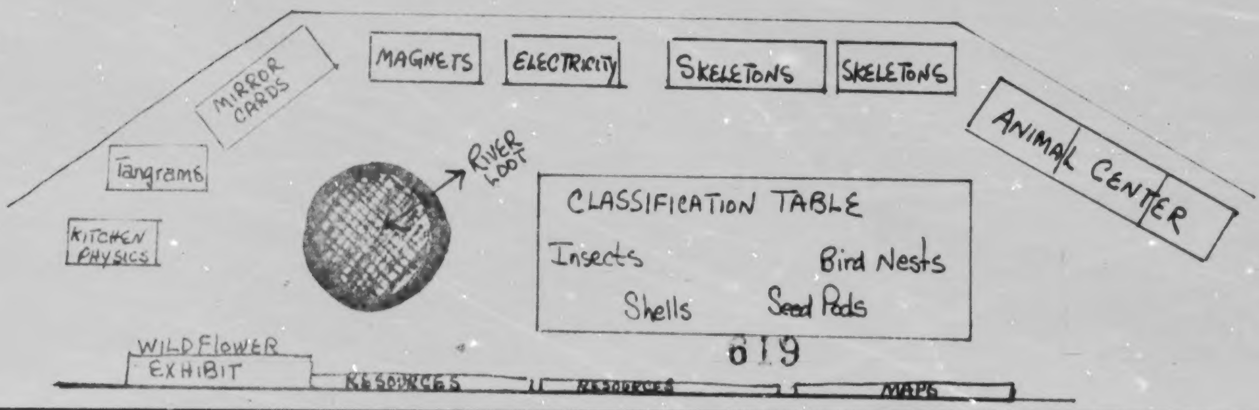
Ferguson-Florissant Elementary Science Experience Units:

- Study of Ants
- The Senses
- Sound
- Seasons

Transparencies:

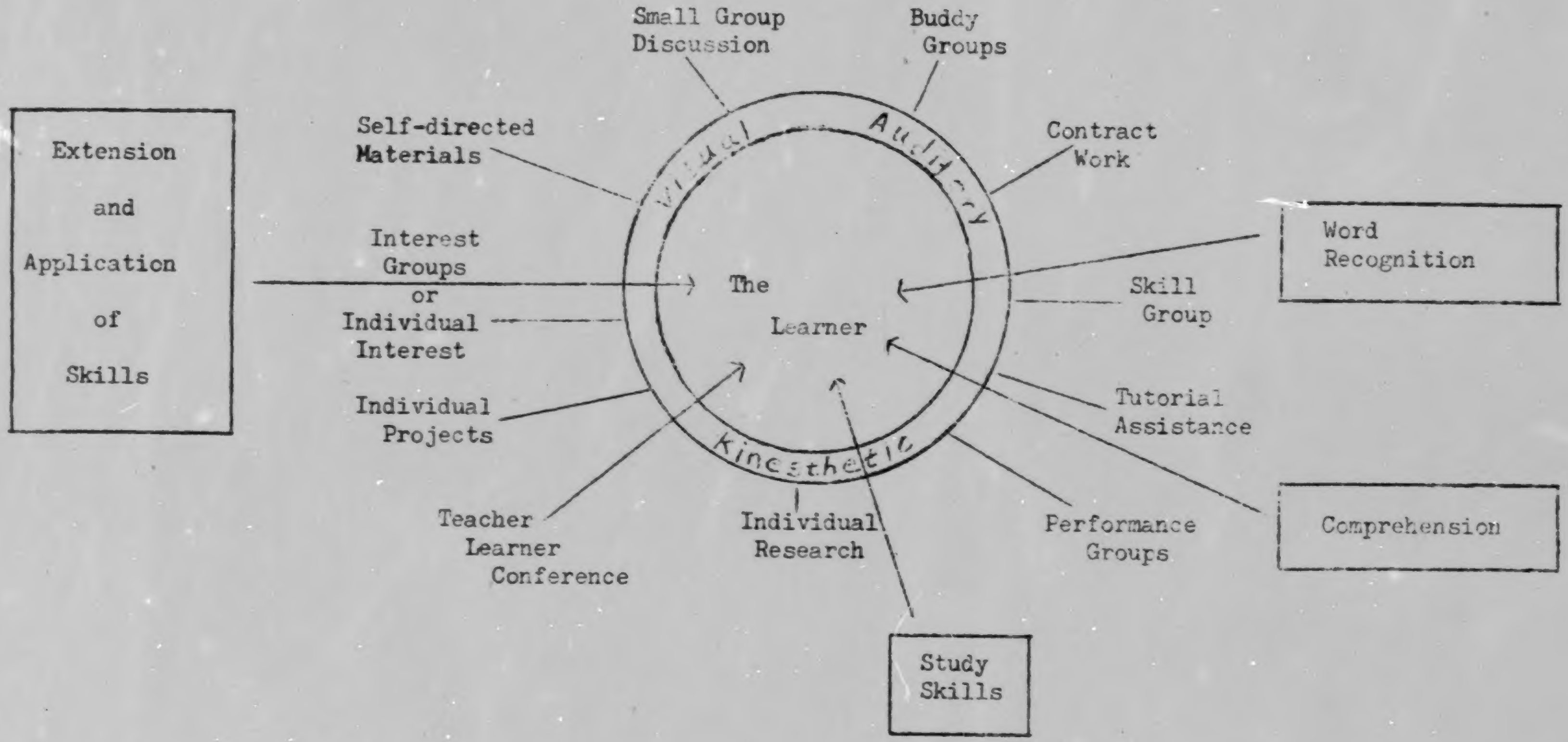
- Outer Space
- Space Travel
- Solar System and Space Travel
- Solar System
- Stars and Space Science

POSSIBLE ARRANGEMENT OF THE SCIENCE CENTER


MIRROR CARDS
MAGNETS
ELECTRICITY
SKELETONS
SKELETONS
ANIMAL CENTER
Tangrams
RIVER LOOT
KITCHEN PHYSICS
CLASSIFICATION TABLE
Insects
Bird Nests
Shells
Seed Pods
WILDFLOWER EXHIBIT
RESOURCES
RESOURCES
MAPS

APPENDIX P

Model for Personalized Reading Program


Small Group Discussion
Buddy Groups
Self-directed Materials
Contract Work
Visual
Auditory
Extension and Application of Skills
Interest Groups or Individual Interest
The Learner
Word Recognition
Skill Group
Individual Projects
Tutorial Assistance
Kinesthetic
Teacher Learner Conference
Individual Research
Performance Groups
Comprehension
Study Skills

The learner as the focal point of the instructional program is stimulated through visual, auditory, and kinesthetic means. The stimuli from the various modalities will be received in numerous situations, such as: self-directed materials, small group discussion, buddy groups, contract work, skill group, tutorial assistance, performance groups, individual research, individual projects, individual interests, or interest groups. Attention is given to various word recognition skills, comprehension skills, and study skills. At least one-half of the time devoted to communication skills would be devoted to the extension and application of these skills.

PRIMARY

(This is only one plan of organization. A variety of activities is necessary for a good reading program.)

	Mon.	Tues.	Wed.	Thurs.	Fri.
1 hr.	Teacher Learner Conferences	Performance Group		Performance Group	Performance Group
A.M.	Children do: Contract work Individual research Self-directed materials Tutorial assistance				
P.M.	Small Skill Group 1 hr.	Reading and sharing a story 30 minutes - Buddy Groups Alternate with small group discussion (paperbacks)	Teacher Learner Conferences 1 hr. or Experience Stories	Teacher Learner Conferences 1 hr.	Individual Projects 1 hr. free reading Small skill groups teacher directed

Primary

	Monday	Tuesday	Wednesday	Thursday	Friday
A. M. 1 Hr.	Performance Groups	Performance Groups	Performance Groups	Small skill groups	Performance Groups
	Learning Centers available to all groups on a rotating basis. (See attached sheet)				
P. M. 1 Hr.	Language Activities - spelling - reading - writing	Small skills groups (2 - 4 groups)	Small skill groups (2 - 4 groups) Sharing (may be large or small grouping)	Dramatization	Teacher/Learner Conferences Individual Projects - free reading - learning centers - sharing activities

Rotation of groups in Interest Centers

	Math	Library	Science	Art	Game
Mon.	A		D	C	B
Tues.	B	A		D	C
Wed.	C	B	A		D
Thurs.	D	C	B	A	
Fri.		D	C	B	A

Reading Schedule for Performance Groups

9:00 - 9:20	Group A	Work in group
	Group B	Written activity
	Group C	Interest center
9:20 - 9:40	Group A	Interest center
	Group B	Work in group
	Group C	Written activity
9:40 - 10:00	Group A	Written activity
	Group B	Interest center
	Group C	Work in group

After children have the structured experiences with definite times in the learning center, more flexibility can be provided.

INTERMEDIATE

<table>
<tr><th></th><th>Mon.</th><th>Tues</th><th>Wed.</th><th>Thurs.</th><th>Fri.</th></tr>
<tr><td>A.M.</td><td colspan="5">Science
Explain technical terms - such as graphs, models, charts and scientific instruments. This can best be done through a practical experience
Use library sources to solve a problem. Work on rate of reading in relation to type of reading material.</td></tr>
<tr><td></td><td colspan="5">Social Studies
Use library sources for a particular topic. Help child understand the various meanings of a word. Help child to skim material. Work on sequence of events in understanding historical events. Read maps, graphs, tables and pictures.</td></tr>
<tr><td></td><td colspan="3">Math
Help child to understand word problems effectively.
Emphasize slow reading and attention to word cues and facts.</td><td colspan="2">Construct word problems using a given list of basic facts and figures.</td></tr>
<tr><td>1 hr.
P.M.</td><td>Performance Group A
or
Special Skill Group
for
Teacher Learner Conferences</td><td>Teacher Learner Conferences
Performance Group B
or
Special Skill Group</td><td>Small Group Discussion using Paperbacks
45 minutes
or
using literature readers</td><td>Performance Group A
or
Special Skills Group
Teacher Learner Conferences</td><td>Special Skill Group
or
Performance Group B
Teacher Learner Conferences</td></tr>
<tr><td></td><td colspan="3">Students are:
1. Using self-directed materials
2. Working in buddy groups
3. Engaging in individual projects or research
4. Doing Contract Work</td><td></td><td></td></tr>
</table>

Intermediate Plan for Reading

1 hour daily (The entire group is divided into 5 small interest groups.)

<table>
<tr><th></th><th>Mon.</th><th>Tues.</th><th>Wed.</th><th>Thurs.</th><th>Fri.</th></tr>
<tr><td>20 min.</td><td>Interest Group I</td><td>Interest Group II</td><td>Interest Group III</td><td>Interest Group IV</td><td>Interest Group V</td></tr>
<tr><td></td><td colspan="5">(Group based on type of book being read)
Group may evaluate material, determine fact and opinion, use and compare sources, find parts of a selection that describe something in particular.</td></tr>
<tr><td>20 min.</td><td>Skill Groups or book conferences</td><td>Book Conferences</td><td>Skill Group</td><td>Conferences</td><td>Skill Group</td></tr>
<tr><td>20 min.</td><td>Conferences
Individual help</td><td>Individual help
Conferences</td><td>Individual help
Conferences</td><td>Individual help
Conferences</td><td>Individual help
Conferences</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Intermediate (Individualized approach)

	Monday	Tuesday	Wednesday	Thursday	Friday
1 Hr.	Teacher/Learner Conferences	Skill groups	Teacher/Learner Conferences	Skill groups	Teacher/Learner Conferences
	Materials: Library books Magazines Paperback books Basal readers Writing center Art center Tape recorder Games - Password Scrabble Antonym game (Old Maid)		Activities: Assigned skill work Free reading Oral reading practice Dramatizations Writing -- story from stimulus picture feelings poetry book for primary class Art -- illustrate story in sequence poster to advertise story		

Students work in small skill groups according to their needs. These groups meet for instruction with the teacher twice each week.

APPENDIX Q

1/72

SUGGESTIONS FOR TEACHING COMPREHENSION

Questions for Skill Development

A prerequisite to the effective teaching of comprehension skills is the ability to ask questions which require the use of each specific skill as it is being taught and practiced. Suggested questions are listed below for each major comprehension skill.

1. Purpose questions to keep in mind while reading
   a. Would you have made the same decision as ______________________________?
   b. Can you find out if ____________________?
   c. What is the main idea of the author?
   d. What is the viewpoint of the author?
   e. What are the steps of the process?

2. Asking for the main idea
   a. What is the topic sentence (main idea) of this paragraph?
   b. What is the main point(s) of the author?
   c. What would be a good headline for this paragraph?
   d. What would be a good title for this article or story?
   e. What is the main idea?

3. Noting details
   a. What facts did the author give?
   b. What time does __________________?
   c. How much liquid _________________?
   d. Where did the event happen?
   e. When did the main character get home?

4. Seeing the organization of ideas
   a. In what ways are the two alike? Different ________________?
   b. List the arguments for _____________?
   c. List the various methods of land conservation.

5. Understanding sequence (following direction)
   a. What steps do we follow when _____________?
   b. What happened first ___________?
   c. What do we do after _____________?

6. Predicting and anticipating
   a. What do you think will happen next?
   b. Since he lost the fight, what will he do?
   c. What do you think will be the result of ______________?

Suggested Classroom Activities

1. Recognizing the main idea
   a. Have the student express the main idea in how own words.
   b. Underline the main ideas in several paragraphs in a textbook and note where they are usually found.
   c. Write a paragraph giving a main idea.

d. Give titles to paragraphs.
e. State an appropriate headline for a selection for a paragraph.
f. Practice using the headings in heavy black print.
g. Check the main idea with the introductory and summary paragraphs of a chapter.
h. Select from a list of sentences the one that best expresses the main idea of a paragraph of a selection.

2. Noting details

a. Note relative importance of details by such signal words as above all, most important, of greatest value.
b. Notice the ways in which the author indicates the relative importance of details:

(1) by giving more space to one fact than to another,
(2) by the use of introductory remarks such as "above all" or "most important,"
(3) by organization as indicated by heading in heavy black print,
(4) by the use of italics,
(5) by picture and other graphic aids, and
(6) by the list of important words at the end of a chapter.

c. Select a character that you like or dislike and determine what the author has done to make you react to the character.
d. Match a series of details with a list of main ideas.
e. Study the regulations for operating a piece of equipment.
f. Answer questions of detail included in a selection.

3. Organizing ideas

a. Classify objects in a room according to their function.
b. Tell what items belong in classifications, such as food and recreation.
c. Study the table of contents to note the organization of a book.
d. Categorize information (i.e., ways of travel, ways to communicate, etc.).
e.

4. Seeing the sequence

a. Read the main ideas in a chapter to get an overview in sequence of the material covered.
b. Enumerate the steps of a process or in a chain of historical events.
c. Notice the words that suggest the introduction of another step, such as, then, finally, second, another, subsequently.
d. Note the steps in proper order for constructing some object, doing some written assignment, doing an experiment.
e. List the chain of events leading to some scientific discovery.

5. Predicting and anticipating

a. In a situation of confusion and indecision, have the reader anticipate what he thinks will happen next. Why?
b. Compare present-day conditions with those of a certain period in the past; decide what will likely happen next.
c. Consider what will happen next in light of
(1) background events,
(2) characters involved, and
(3) the situation.
d. Make up endings for stories.
e. Estimate the answer to an arithmetic problem.

APPENDIX R

PENCILS, PAPER AND PEANICKLES

Creative Writing
(Primary)

Ferguson-Florissant School District
655 January Avenue
Ferguson, Missouri

September, 1973

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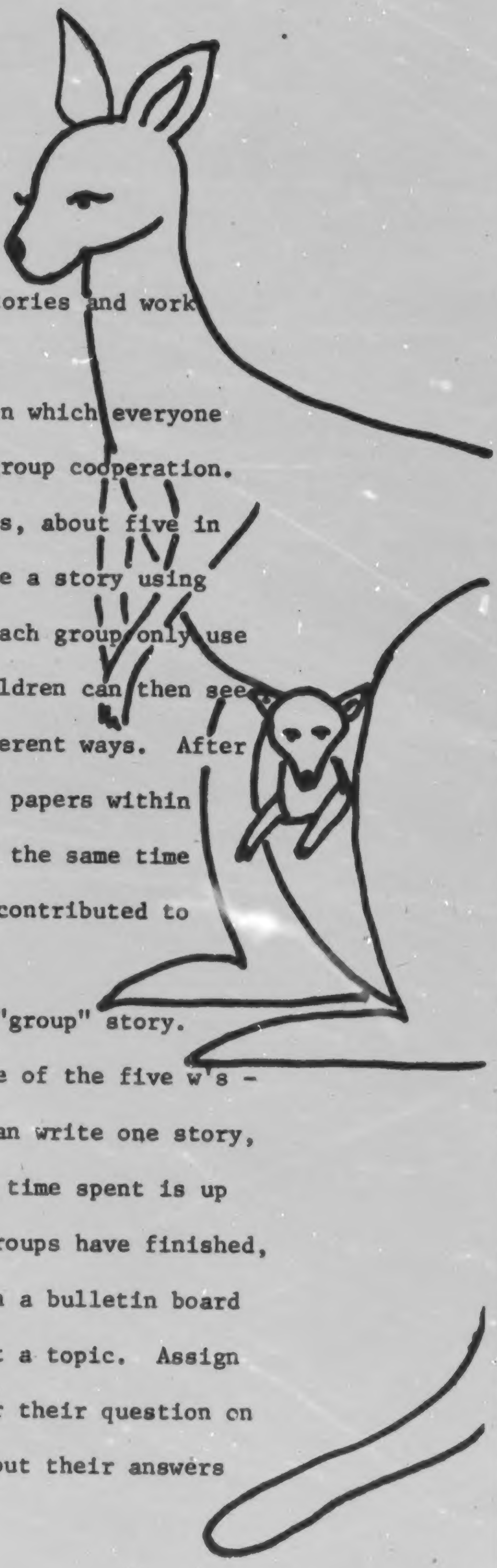


SWITCH-A-ROO!

Purpose: To develop creative writing in group stories and work on group cooperation.

1. Begin by writing a class story on the board in which everyone contributes a sentence. Continually stress group cooperation.
2. On another day divide the children into groups, about five in each group, and have each child begin to write a story using story starters. If you have five people in each group only use five story starters for the whole class. Children can then see how different titles inspire students in different ways. After 2 - 5 minutes instruct the children to switch papers within their group. Continue to switch papers using the same time allotment until each person in the group has contributed to each other's story.
3. On the following day let each child read his "group" story.
4. Variation: Assign each child in the group one of the five w's - who, what, when, where, why. Together they can write one story, each being in charge of his w. The length of time spent is up to the teacher and the group. When all the groups have finished, let them read their stories or display them on a bulletin board with illustrations. Or - let the group select a topic. Assign each child a w. Individually have them answer their question on paper. When everyone is finished, have them put their answers together and then read their story aloud.

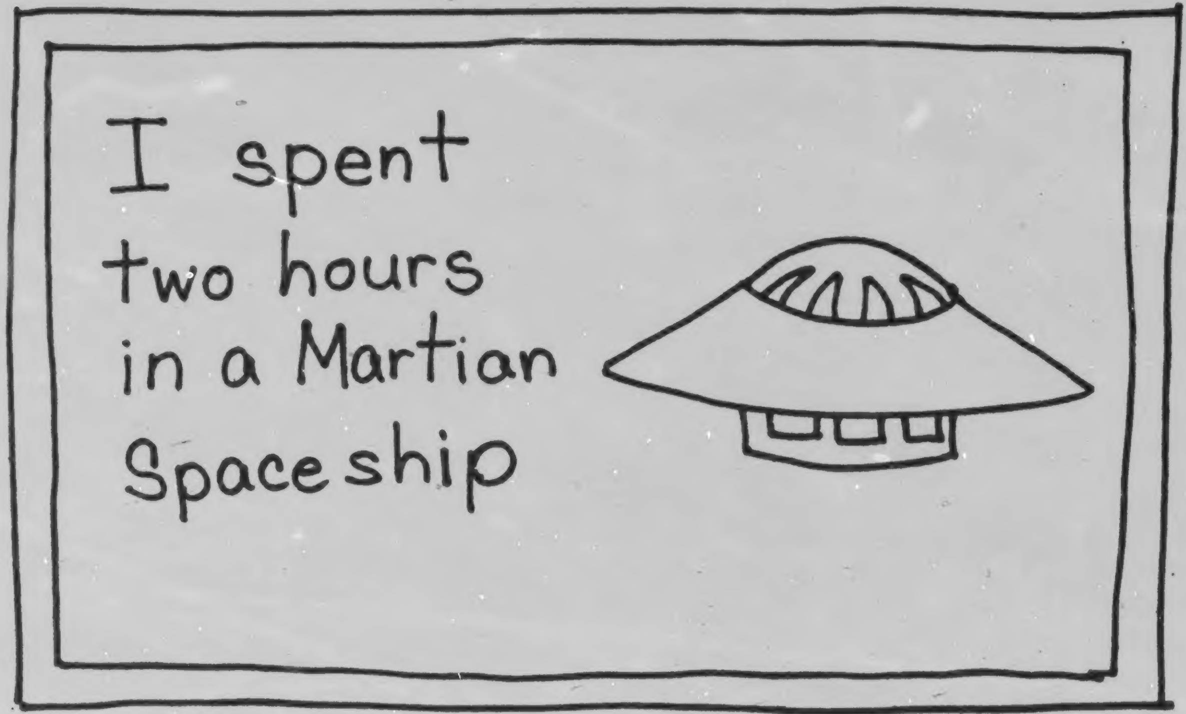
Who	What	When	Where	Why
mother	sleeping	noon	moon	for exercise
grandfather	climbing	evening	basement	to be happy
baby	eating	breakfast	school	staying healthy
cousin	complaining	spring	mountain	to avoid a fight
teacher	escaping	Easter	cave	to get money
astronaut	washing	rainy season	island	for fame
olympic star	pulling weeds	9:00 p.m.	lake	to help others
bill collecter	running away	1:00 a.m.	gym	to entertain

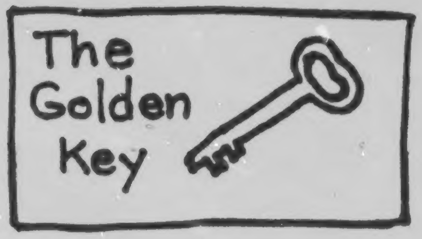
Suggested story starters:

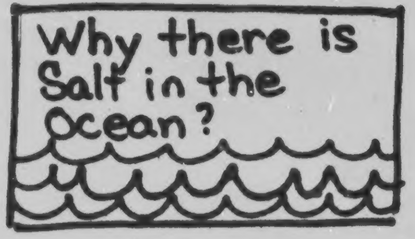
1. Mike, Jim and Joey were moving to Alaska.
2. There I stood in the middle of the room with all those eyes watching me.
3. I saw a giant living in the barn on the hill.
4. Everyone was helping decorate the tree - except Tommy Michaels.
5. Rain! Dullsville Inc.!!
6. Oh dear! Trouble just walked through the door.
7. Justin (Brooks) did not like his (her) name.
8. Hank flung the door open and yelled, "I'm home" but no one answered.
9. It was such a cold, dreary day.
10. I'm so happy that I feel like running all over the neighborhood.

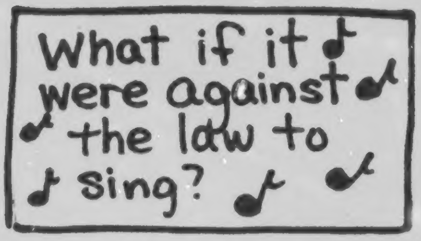
STORY STARTERS

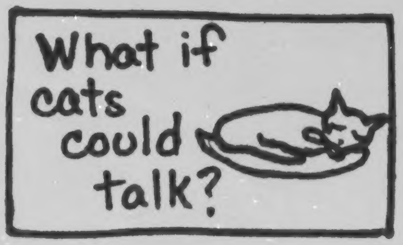
These can be very effective when put on 5 x 7" cards, made colorful and laminated. The children like to be able to have the card when writing.

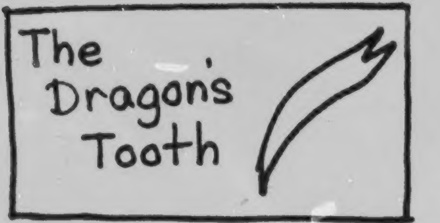

I spent
two hours
in a Martian
Spaceship

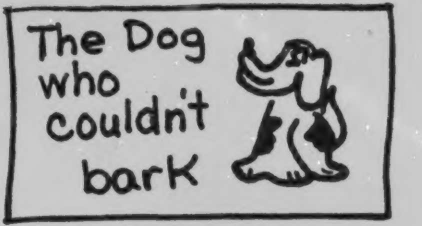

The
Golden
Key

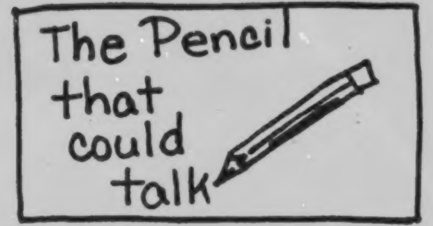

Why there is
Salt in the
Ocean?

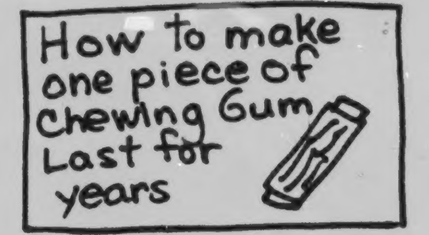

What if it
were against
the law to
sing?

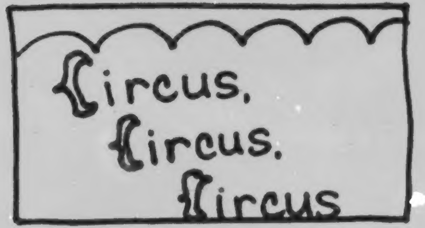

What if
cats
could
talk?

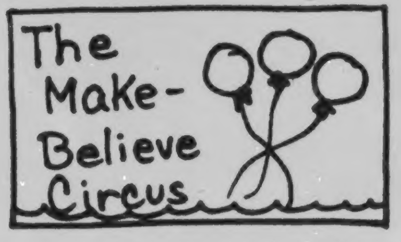

The Dragon's Tooth

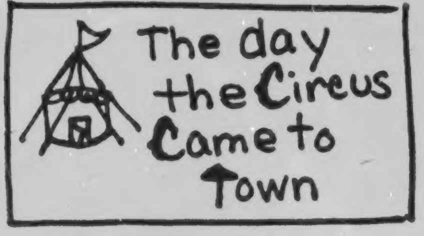

The Dog who couldn't bark

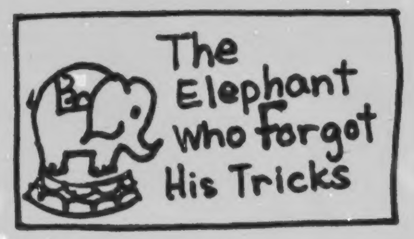

The Pencil that could talk

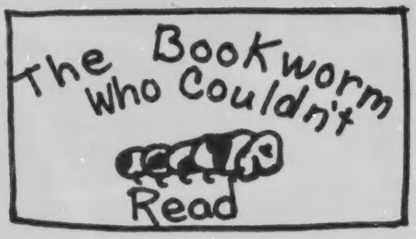

How to make one piece of Chewing Gum Last for years

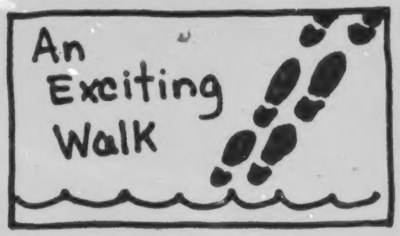

Circus, Circus, Circus

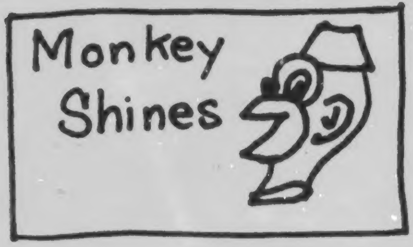

The Make-Believe Circus


The day the Circus Came to Town


The Elephant Who forgot His Tricks


The Bookworm Who Couldn't Read


An Exciting Walk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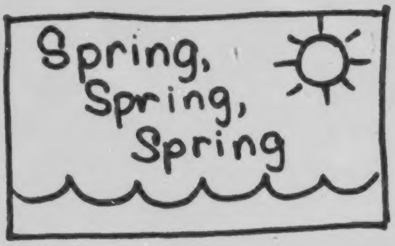
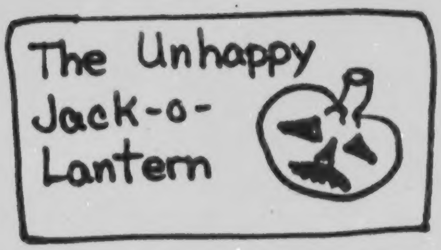

Spring, Spring, Spring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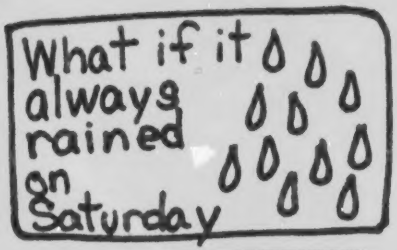
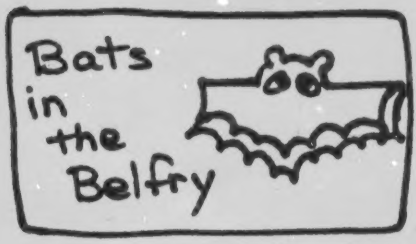
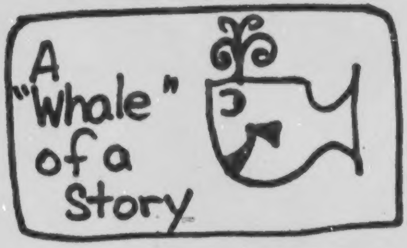
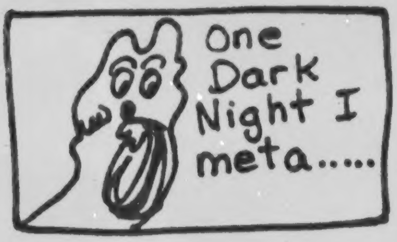
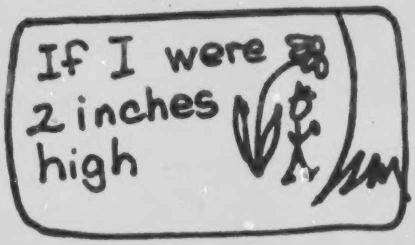
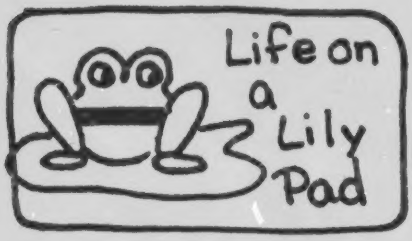

What if it always rained on Saturday

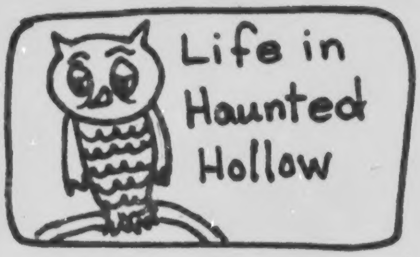

Bats in the Belfry

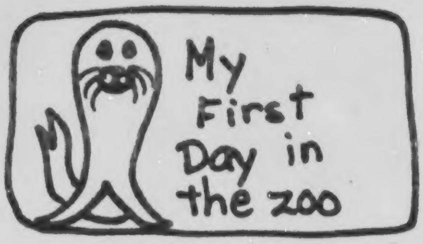

A "Whale" of a Story

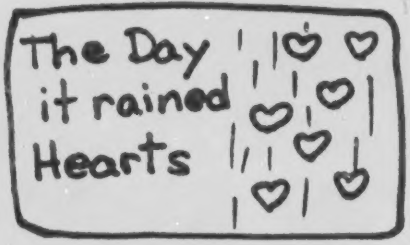

One Dark Night I met a.....

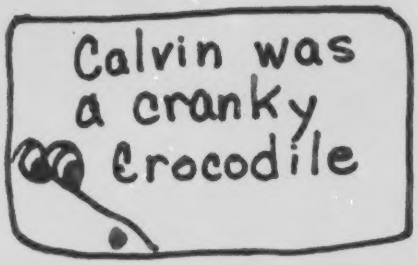

If I were 2 inches high

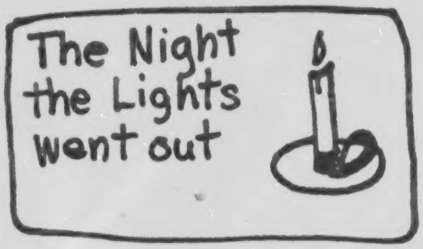

Life on a Lily Pad

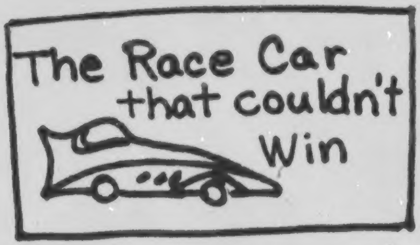

Life in Haunted Hollow

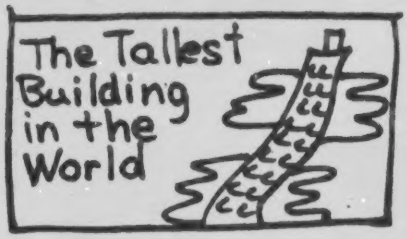

My First Day in the zoo

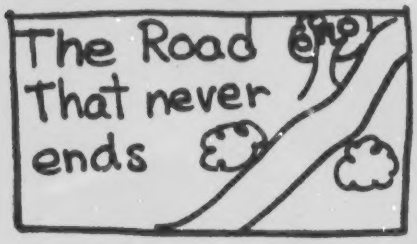

The Day it rained Hearts

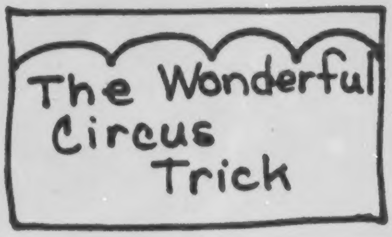

Calvin was a cranky Crocodile

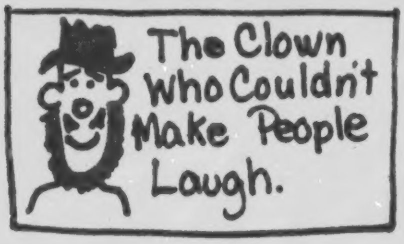

The Night the Lights went out

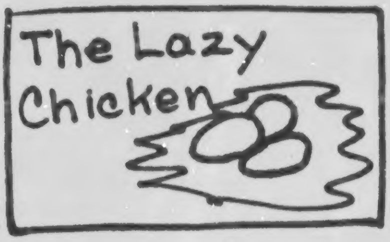

The Race Car
that couldn't
Win

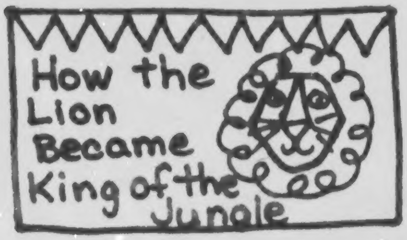

The Tallest
Building
in the
World

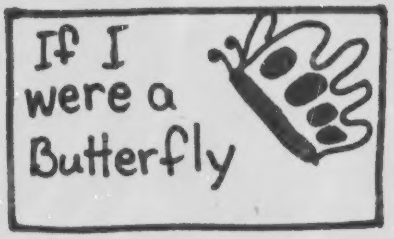

The Road
That never
ends

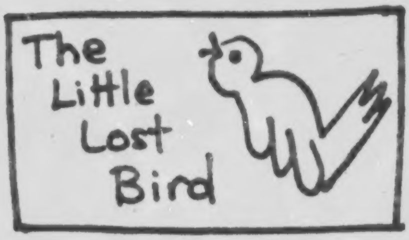

The Wonderful
Circus
Trick

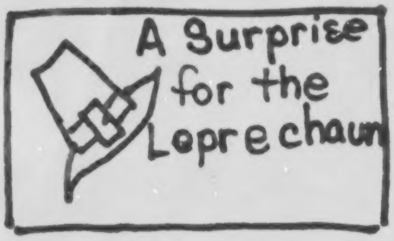

The Clown
Who Couldn't
Make People
Laugh.

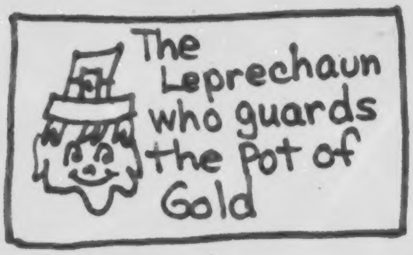

The Lazy
Chicken

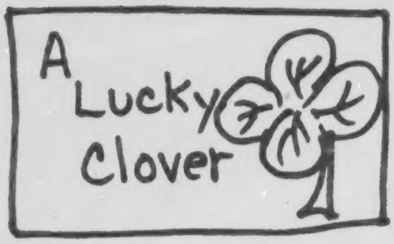

How the
Lion
Became
King of the
Jungle

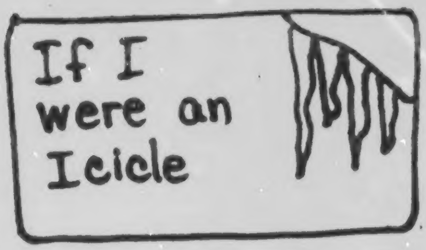

If I
were a
Butterfly

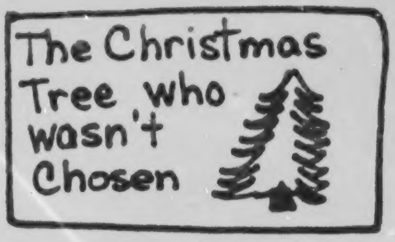

The
Little
Lost
Bird

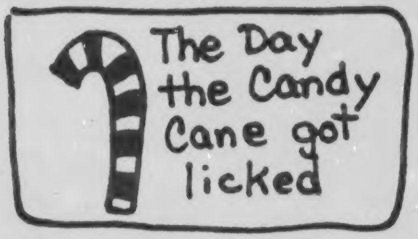

A Surprise
for the
Leprechaun

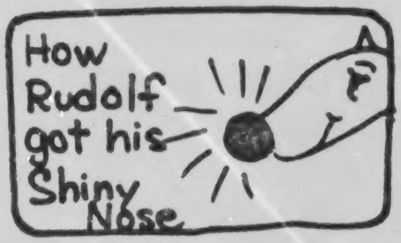

The
Leprechaun
who guards
the Pot of
Gold

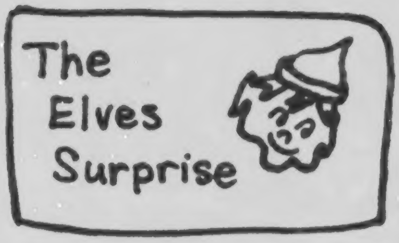

A
Lucky
Clover

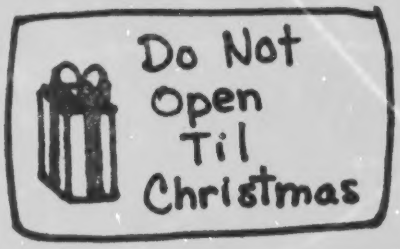

If I
were an
Icicle

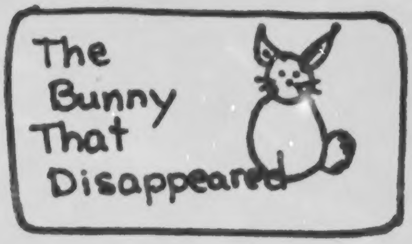

The Christmas
Tree who
wasn't
Chosen

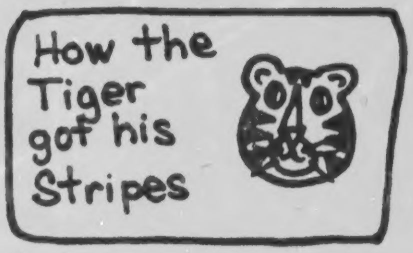

The Day
the Candy
Cane got
licked

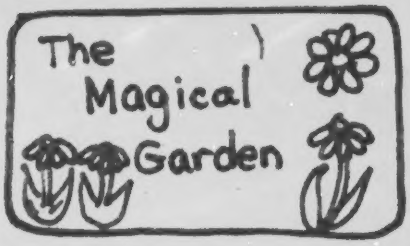

How
Rudolf
got his
Shiny
Nose

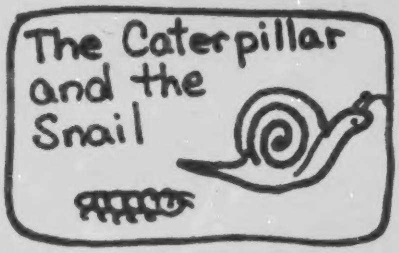

The
Elves
Surprise

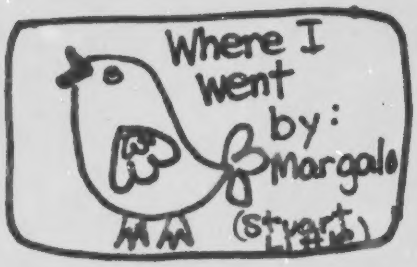

Do Not
Open
Til
Christmas

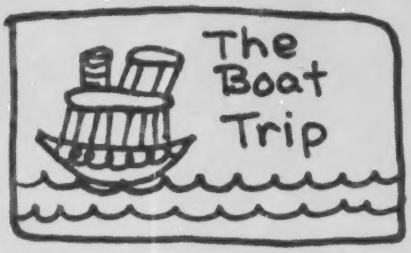

The
Bunny
That
Disappeared

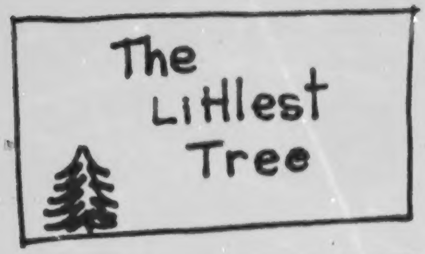

How the
Tiger
got his
Stripes


The
Magical
Garden

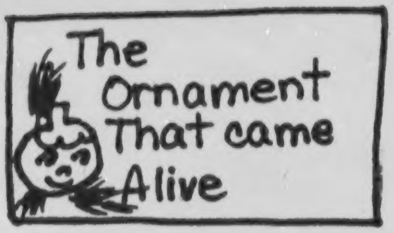

The Caterpillar
and the
Snail


Where I
went
by:
Margalo
(Stuart
Little)

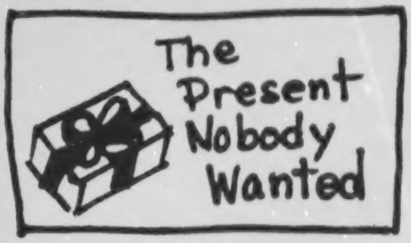

The
Boat
Trip



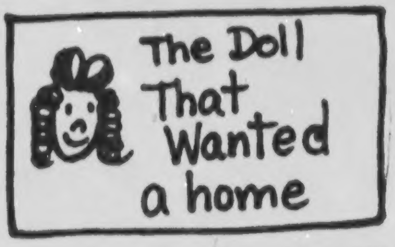
The Litlest Tree



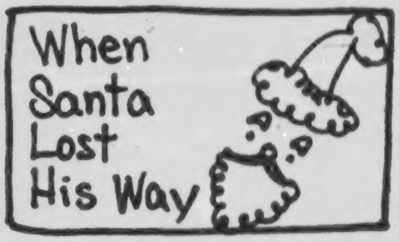
The Ornament That came Alive



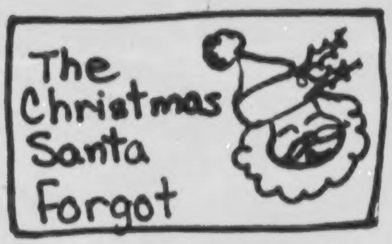
The Present Nobody Wanted



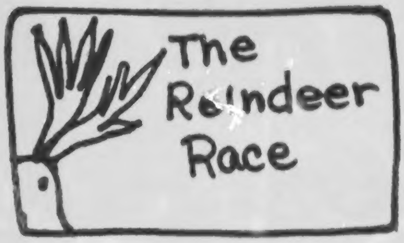
The Doll That Wanted a home



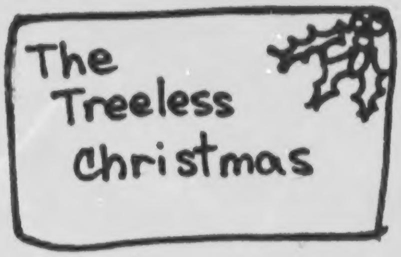
When Santa Lost His Way



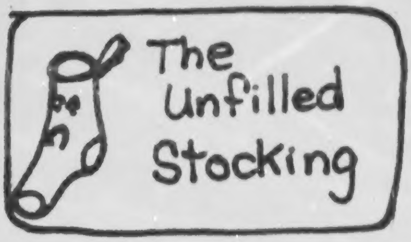
The Christmas Santa Forgot



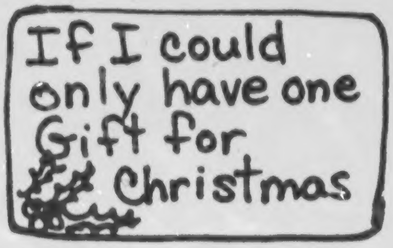
The Reindeer Race



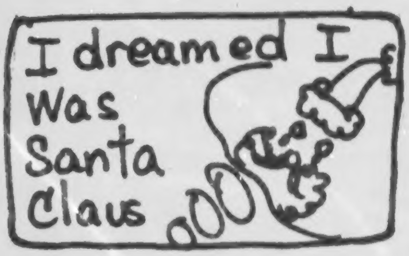
The Treeless Christmas



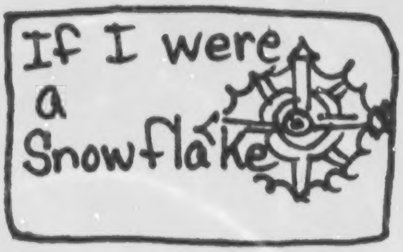
The Unfilled Stocking



If I could only have one Gift for Christmas



I dreamed I Was Santa Claus

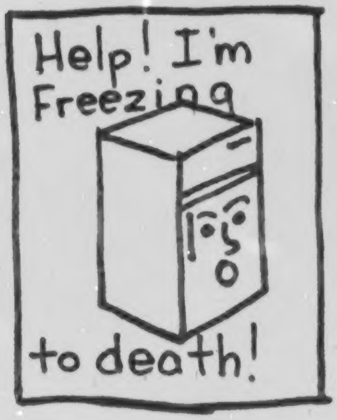


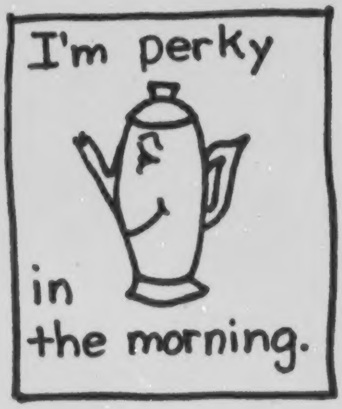
If I were a Snowflake

LET'S COME ALIVE!

Purpose: To stimulate imagination.

1. Ask one student to look up the word personification and read the definition to the class. Discuss how to make inanimate objects come to life by giving them lifelike qualities such as talking, moving, etc. Have the class look around the room and name some items that they could make come to life. Their pencils probably wish they could so they could say "quit biting me." A desk chair might wish it could say "quit rocking me, I'm not a rocker!" Have the children first draw inanimate objects and make captions for the pictures stating how the object feels.



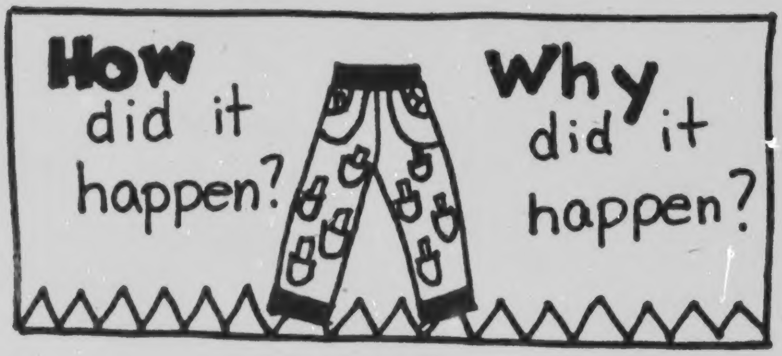


2. For a follow-up activity have the students select one object they would like to write more about. Have them turn their caption into a story. To get them started, do a story on the board together.

WHY?? HOW??

Purpose: To develop the concept of why and how and stimulate creative thinking (open-ended activity).

1. To begin, discuss with the children what a myth is. You must get across the idea that myths ask why and how questions and are made up about things that really did not happen. Have a brainstorming session and get the children to ask questions. Why is there salt in the ocean? Why is an orange orange? Why is the zebra striped?
2. Read several myths such as Why the Bear Has a Stumpy Tail or How the Pig Got a Curly Tail from Arbuthnot's Anthology of Children's Literature.
3. Develop a bulletin board around why and how questions.


How did it happen?
Why did it happen?

Suggested questions that could be put on strips of paper and placed in the pockets.

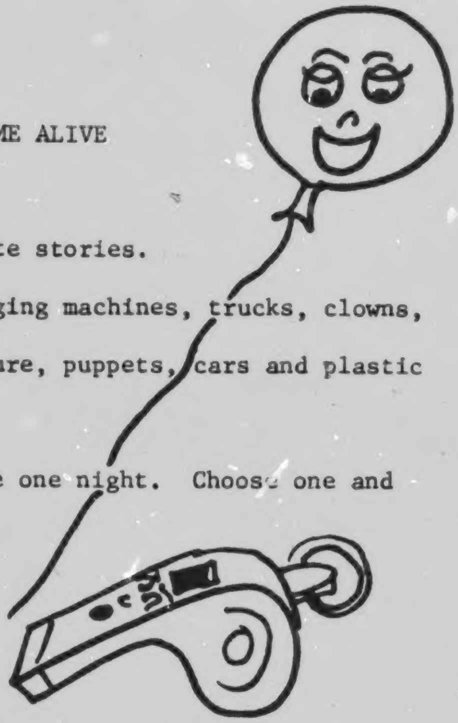
1. Why does the sun shine just during the day?
2. How did the zebra get his stripes?
3. Why does a rabbit have a powder puff tail?
4. How did the kangaroo get his pouch?
5. How did Rudolph get a shiny nose?
6. Why does the elephant have a trunk?
7. Why is there a rainbow after a storm?
8. How did the ostrich get his long neck?

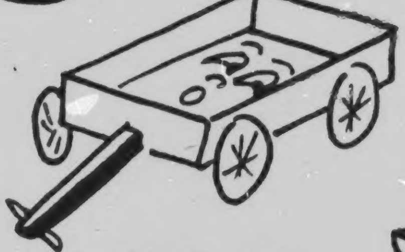
TOYS COME ALIVE

Bring toys to school to stimulate stories.

Examples: stuffed animals, digging machines, trucks, clowns, doll and doll furniture, puppets, cars and plastic dinosaurs.

Pretend the animals come to life one night. Choose one and turn your imagination loose.

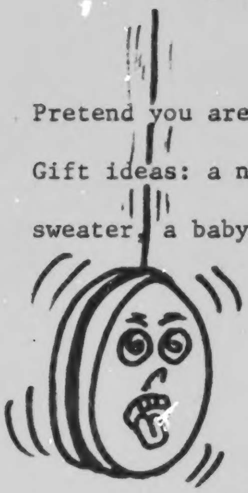


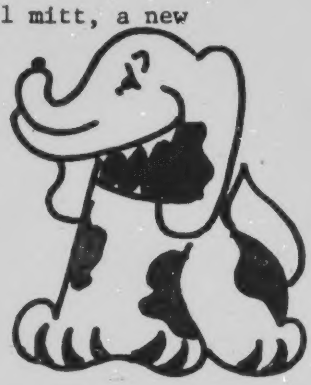


GIFTS COME TO LIFE

Pretend you are a gift and you come alive. Write your story.

Gift ideas: a new bicycle, a basketball, a baseball mitt, a new sweater, a baby doll, a puppy, an unwanted gift.

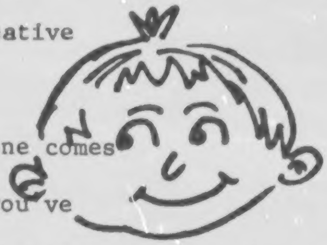




BODY LANGUAGE

Purpose: To provide an opportunity for more experience in non-verbal and non-written communication.

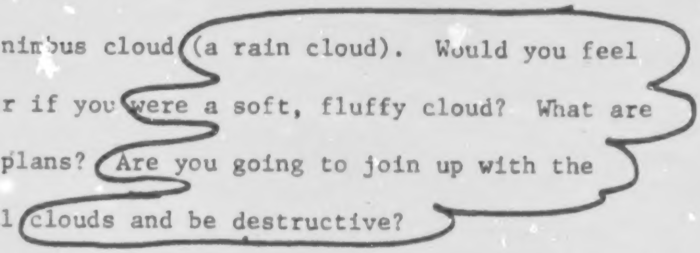
1. Let the children role play or pantomine the ideas below. This should put them into the mood to do some creative writing as a follow-up activity.



   a. What do you want to do or say when someone comes to visit your family and says, "My how you've grown!" or "You look just like your father!"

   b. Be a snowflake falling from the sky. How do you feel? What do you want to do? What happens to you?

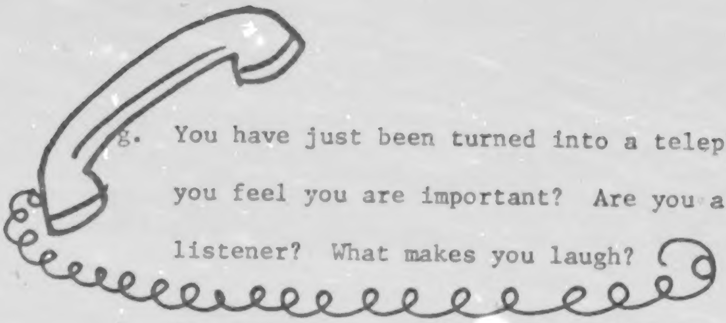
   c. Be a nimbus cloud (a rain cloud). Would you feel better if you were a soft, fluffy cloud? What are your plans? Are you going to join up with the funnel clouds and be destructive?



   d. Pretend you are an apple tree in an orchard. Would you rather be a different kind of tree? How do you feel in the spring, summer, winter and fall?

   e. Pretend you are a pair of galoshes on (1) a small boy's feet, (2) an elderly lady's feet or (3) your puppy dog's feet.

   f. Make believe you are the first spring weed. Tell us how you feel. What are your plans for the summer?

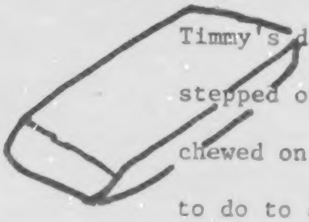


g. You have just been turned into a telephone. Do you feel you are important? Are you a party line listener? What makes you laugh?

h. You are now an adult with an Excedrin headache. Your children are busy - not bothering you - but they're playing noisy games. What do you feel like doing? What will you do?

i. What do you do, say, or feel when you are (1) angry, (2) being the laziest you can be, (3) feeling very strong, (4) being the happiest you've ever been or (5) being sadder than you've ever been before.

j. You have just been changed into an eraser and put in Timmy's desk. During the day he has dropped you, stepped on you, stuffed you into his shirt pocket and chewed on you. How do you feel? What are you going to do to solve your problems?

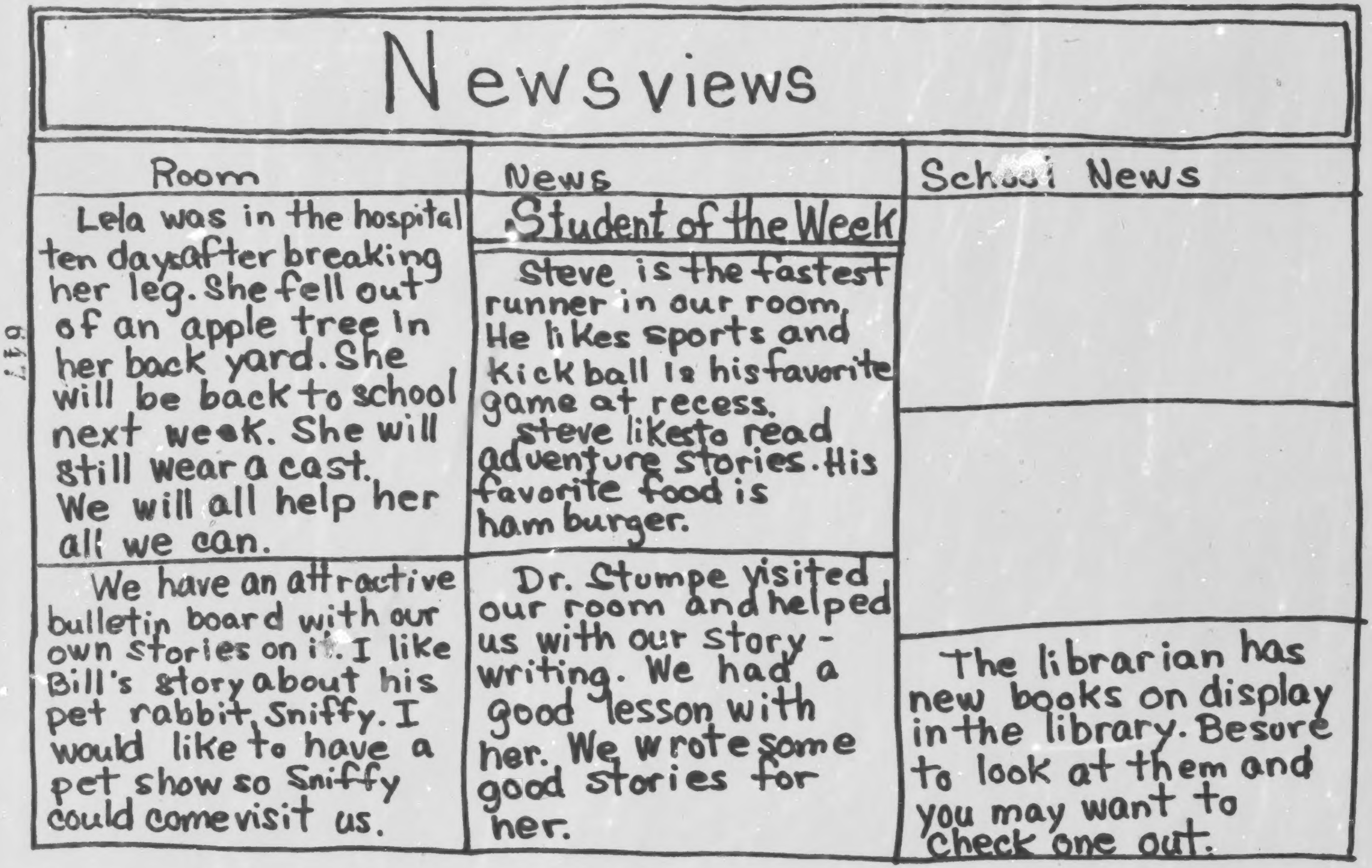


Take book jackets and let the children write their own story to go with the title. Their story and the actual book could latter be compared for likenesses and differences.

NEWS AND VIEWS

Purpose: To acquaint children with sections of the newspaper.

Directions: This is an open-ended activity that can last all year and become more involved as the year progresses. Divide the bulletin board space in three sections.



Newsviews

Room

Lela was in the hospital ten daysafter breaking her leg. She fell out of an apple tree in her back yard. She will be back to school next week. She will still wear a cast. We will all help her all we can.

We have an attractive bulletin board with our own stories on it. I like Bill's story about his pet rabbit, Sniffy. I would like to have a pet show so Sniffy could come visit us.

News

Student of the Week

Steve is the fastest runner in our room. He likes sports and kick ball is his favorite game at recess.

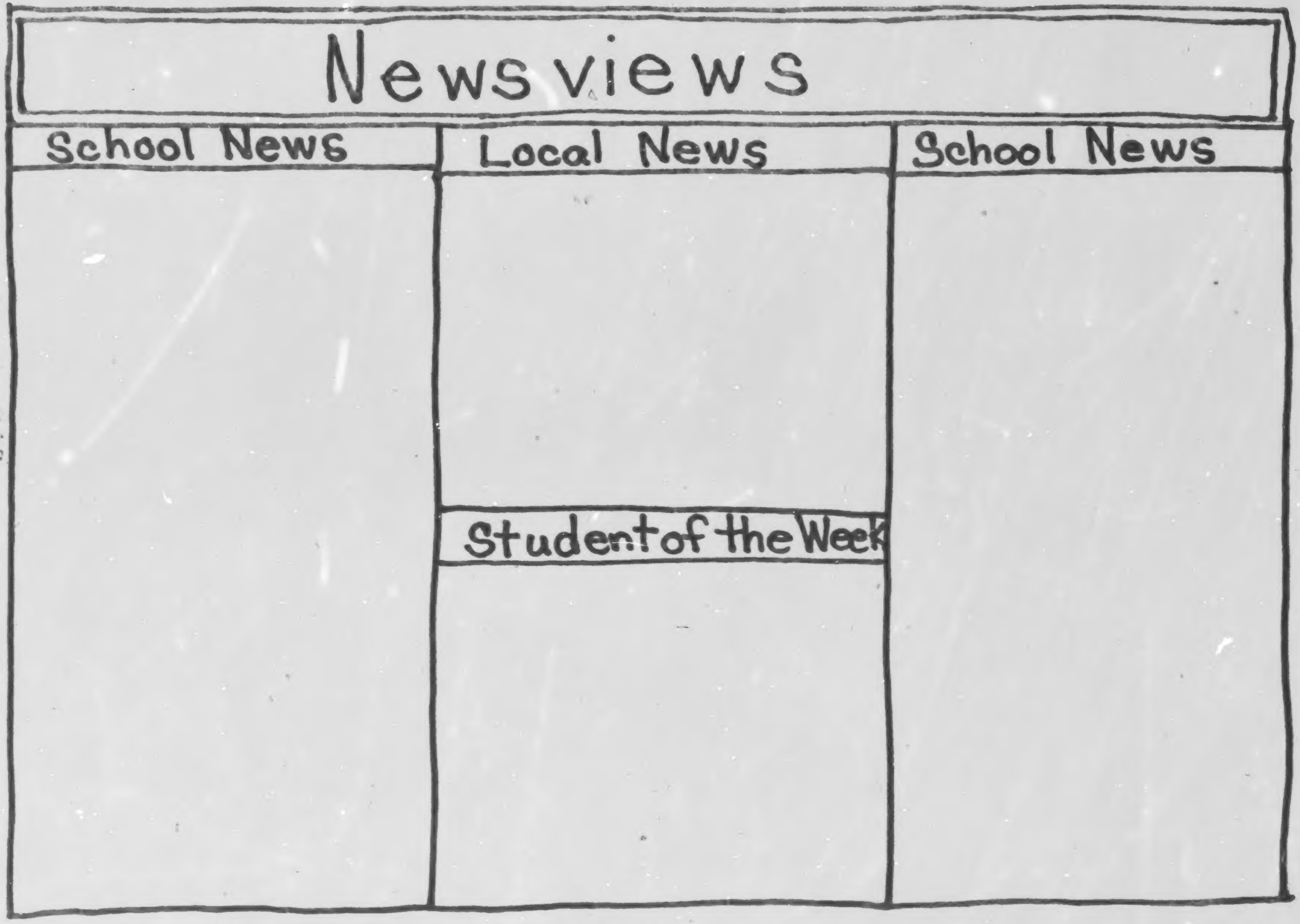
Steve likesto read adventure stories. His favorite food is hamburger.

Dr. Stumpe visited our room and helped us with our story-writing. We had a good lesson with her. We wrote some good stories for her.

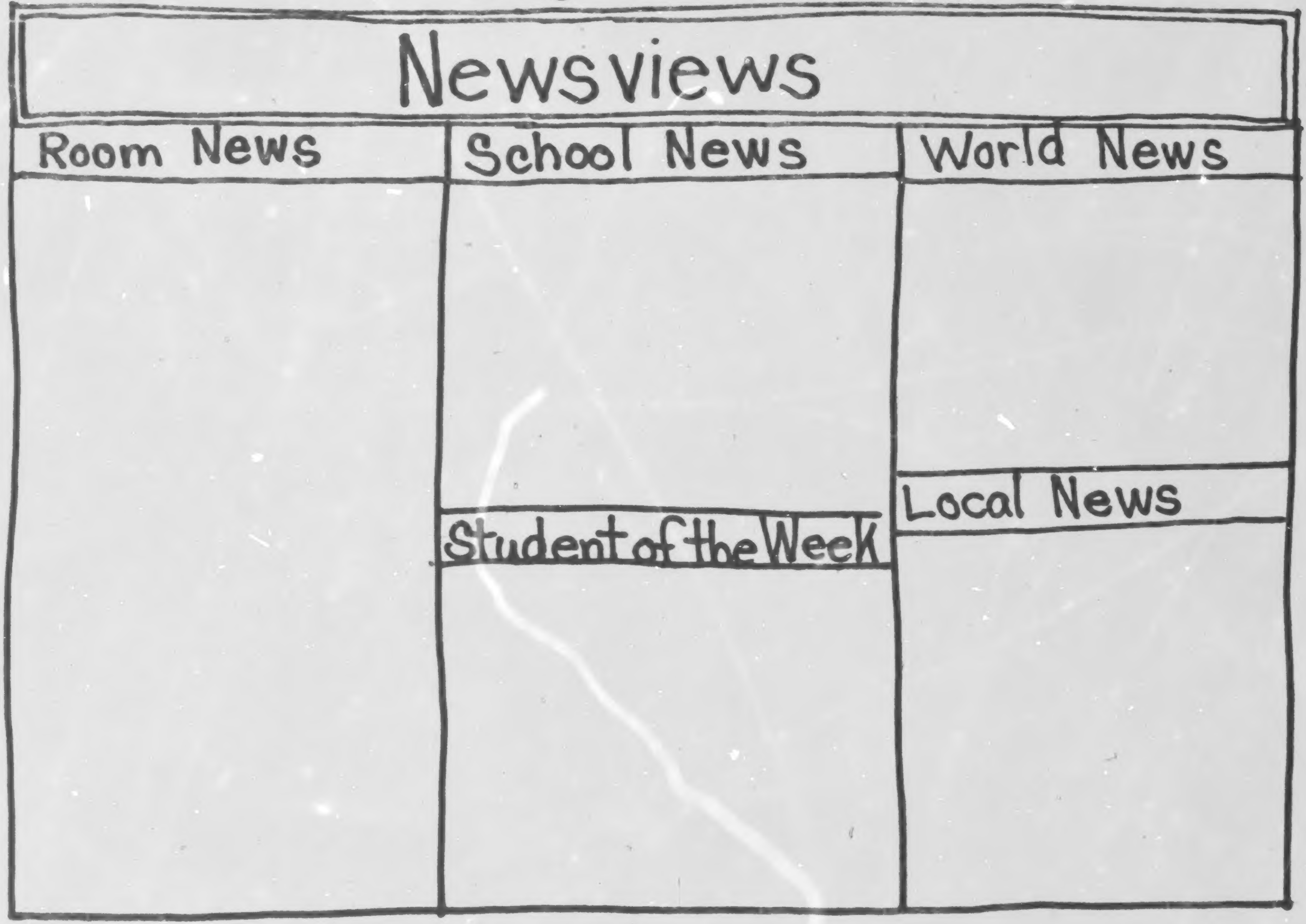
School News

The librarian has new books on display in the library. Besure to look at them and you may want to check one out.

Stage 2

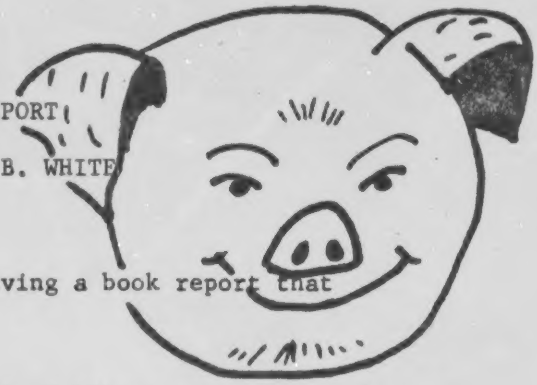

Newsviews
School News
Local News
School News
Student of the Week

Stage 3


Newsviews
Room News
School News
World News
Local News
Student of the Week

PUPPET PLAY - BOOK REPORT

CHARLOTTE'S WEB - BY E. B. WHITE



Purpose: To present a unique way of giving a book report that interests children.

Henry: Merry Lee, why are you sniffing? I hate to see girls cry. What makes you so sad?

Merry Lee: Forgive me for crying so much, Henry. I suppose I am a sentimental person. I just finished reading an exciting book, but it's so sad at the end. (Merry Lee sniffs) Have you read Charlotte's Web?

Henry: No, I haven't, Merry Lee. Do you think I would enjoy it?

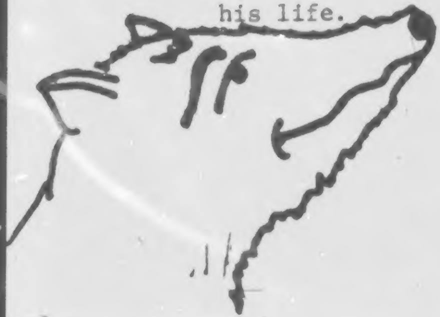
Merry Lee: I'm sure you would, Henry. It's about a pig named Wilbur who had an unusual friend.

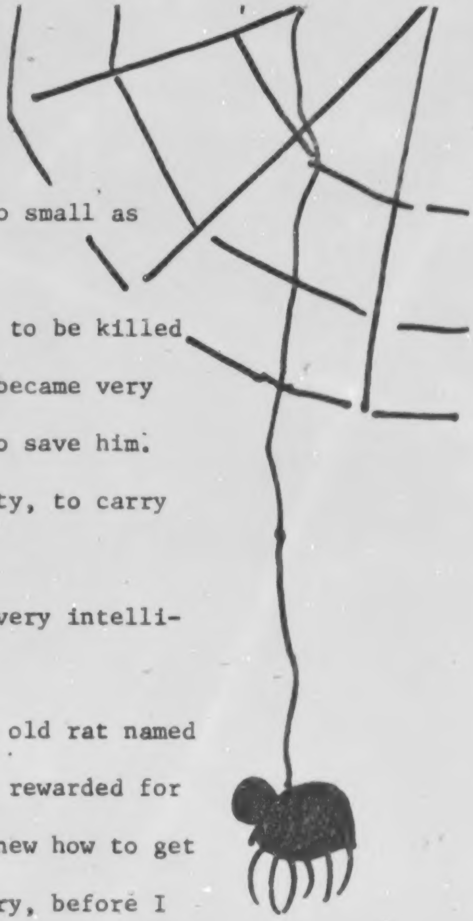
Henry: An unusual friend? Tell me about the book. I dig friends who are different.

Merry Lee: Well, believe it or not Wilbur's friend was a spider named Charlotte.

Henry: Ugh! I hate spiders. How could Wilbur be friends with a spider. Not me, Merry Lee. I would run if I saw one.

Merry Lee: Well, Wilbur was so lonely living alone in the cellar of the barn. He was excited to have anyone to talk with him. Besides, Charlotte proved to be his faithful friend. She saved his life.





Henry: Come now, Merry Lee. How could anything so small as a spider save a pig's life?

Merry Lee: Well, you see, Wilbur overheard he was to be killed for meat when he grew fat enough in the fall. He became very upset about this and Charlotte thought of a plan to save him. She used her own resources, her web spinning ability, to carry out her plan.

Henry: Well, Charlotte was a gracious friend and very intelligent I would say for a spider.

Merry Lee: Indeed she was! And she used a sneaky old rat named Templeton to help her with her plan. He had to be rewarded for his part in the plot, but Charlotte was wise and knew how to get him to work for her. You better read the book Henry, before I tell you why I was crying.

Henry: I will go right now and check Charlotte's Web out of the school library. That sounds neat!!

PUPPET PLAY

Purpose: To encourage writing plays and presenting them.

MEET THE NEW NEIGHBOR

Gloria: Oh, good morning sir! Are you our new neighbor? I'm Gloria Do Good. I'm so glad to meet you!

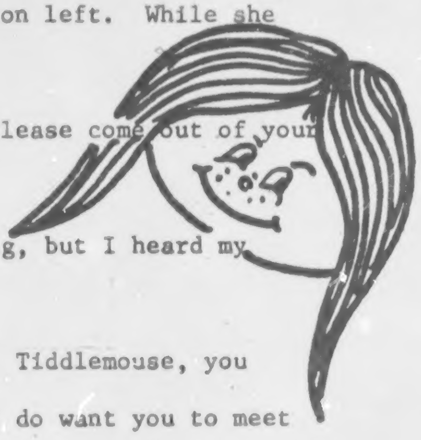
Mr. Tiddlemouse: I'm Sam Tiddlemouse and I'm glad to know you too. This seems to be a friendly neighborhood.

Gloria: Yes it is. I have a neat neighbor, Freddy Frisby you must meet. You wait here Mr. Tiddlemouse while I go get Freddy. (Gloria goes to edge of stage at right and calls. While she is leaving, Mr. Tiddlemouse goes off stage at left.)

Gloria (calling loudly): Freddy! Freddy! Come here! I want you to meet our new neighbor, Mr. Tiddlemouse.

Freddy: Sure, Gloria, I do want to meet him. (They both come on stage).

Gloria: Now, where could Mr. Tiddlemouse have gone? Oh dear, you stay here Freddy while I call him. He must have gone in his house for something. (Gloria goes to edge of stage on left. While she is leaving Freddy goes off stage right.)



Gloria: Mr. Tiddlemouse! Mr. Tiddlemouse! Please come out of your house to meet Freddy. He is here now.

Mr. Tiddlemouse: Forgive me Gloria for leaving, but I heard my telephone ringing.

Gloria: Well, now where has Freddy gone? Mr. Tiddlemouse, you wait right here now and I'll go get Freddy. I do want you to meet him.

(Gloria goes to edge of stage at right and calls Freddy. Mr. Tiddlemouse goes off stage at left.)

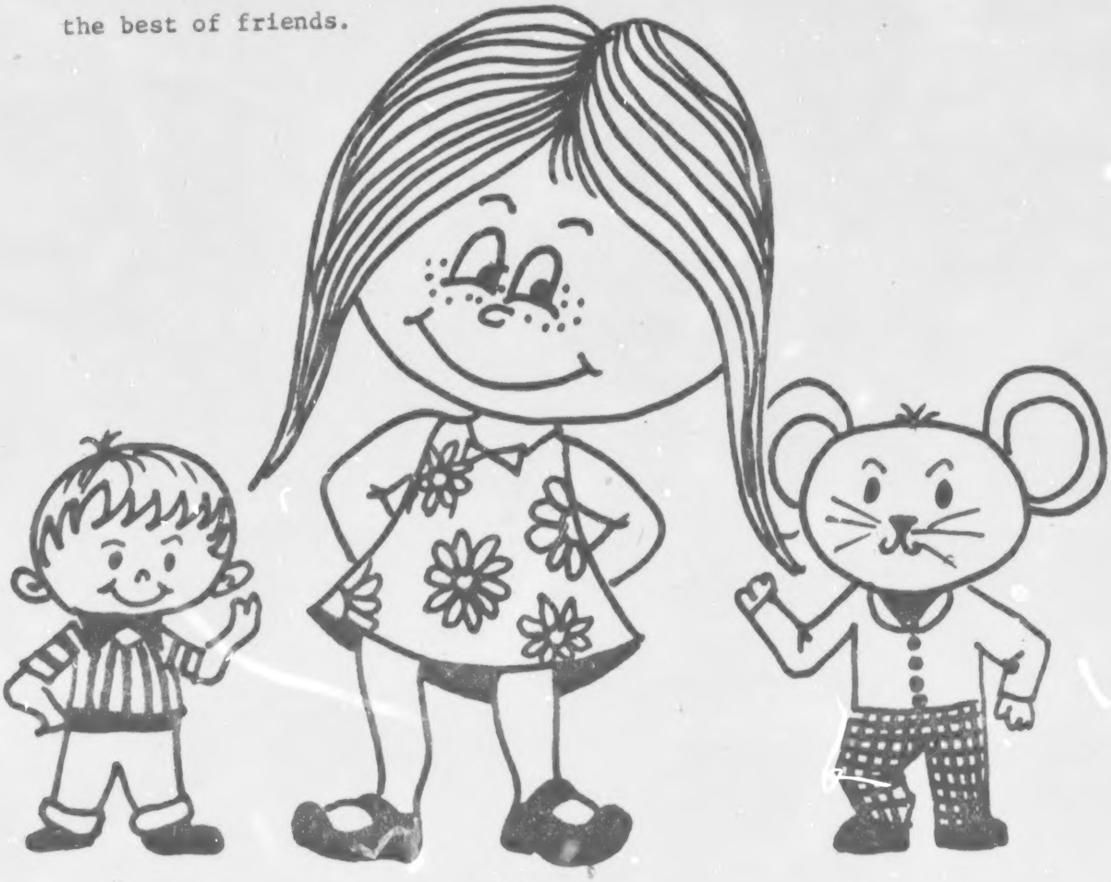
Gloria: Freddy, Freddy, yoo-hoo! I have Mr. Tiddlemouse waiting here for you to meet.

Freddy: Oh, Gloria, I'm sorry I had to leave. The mailman came and I wanted to give him a letter to mail.

Gloria: That's all right, Freddy. Oh, no! Now Mr. Tiddlemouse is gone again! Gracious me! I must leave myself and take a cake out of the oven. (Gloria exits)

Freddy: Well, here comes the new neighbor! You must be Mr. Tiddlemouse. I am Freddy Frisby.

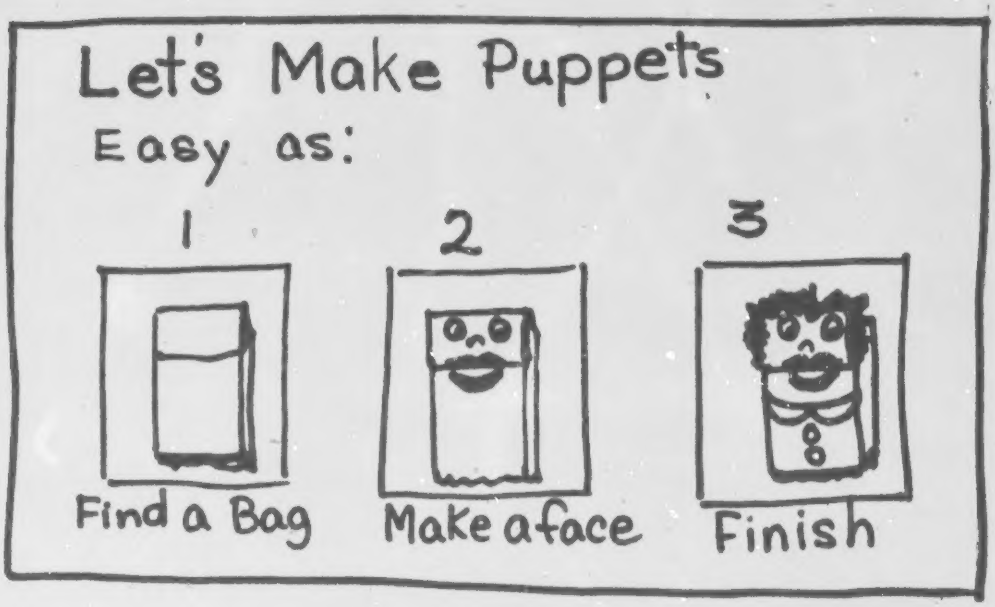
Mr. Tiddlemouse: Glad to know you Freddy. I am sure we will be the best of friends.

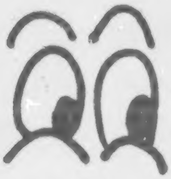


PUPPETS ARE FUN TO MAKE

Purpose: For the inhibited child puppets are a prop to make acting fun.

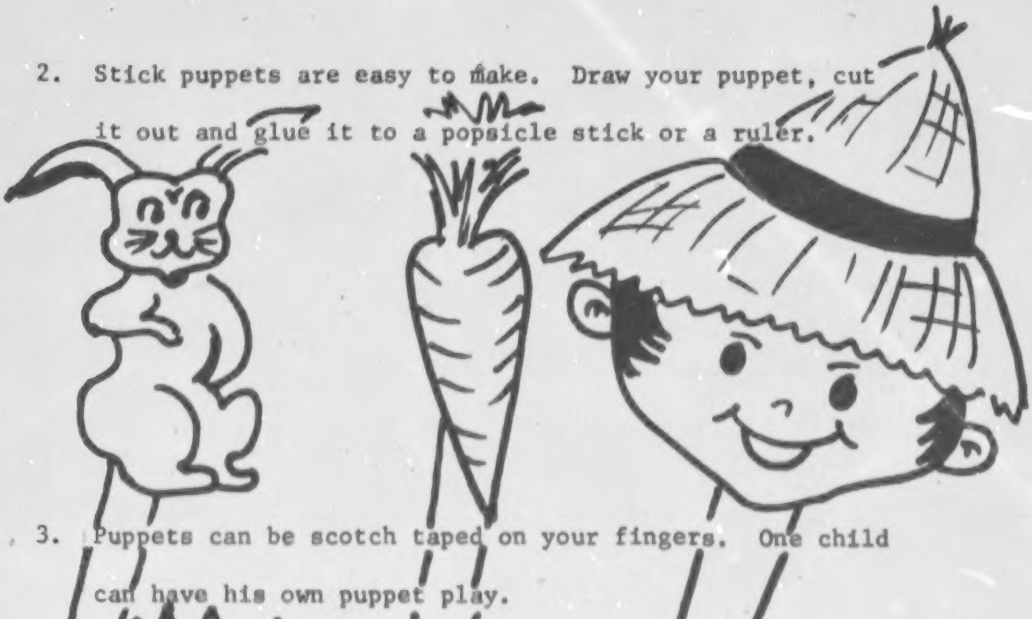
1. A paper bag can become a puppet. Put the mouth on the fold on the bottom of the bag so your puppet can talk. This puppet can be made at the beginning of school. Let the child hold the puppet and tell something about himself.


Let's Make Puppets
Easy as:
1
2
3
Find a Bag
Make a face
Finish

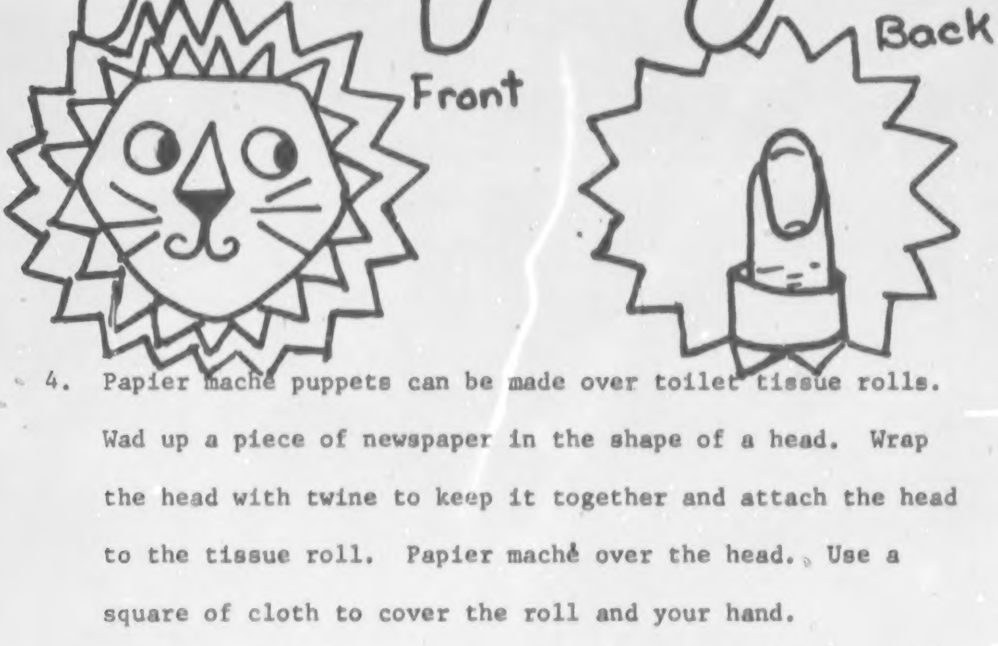


After the puppets have been made and used, change the letters to read We Made Puppets and display all the puppets on the board.

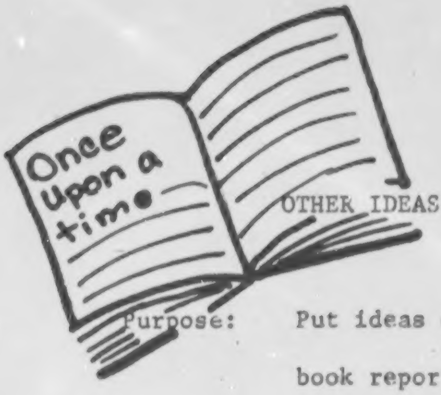
2. Stick puppets are easy to make. Draw your puppet, cut it out and glue it to a popsicle stick or a ruler.



3. Puppets can be scotch taped on your fingers. One child can have his own puppet play.

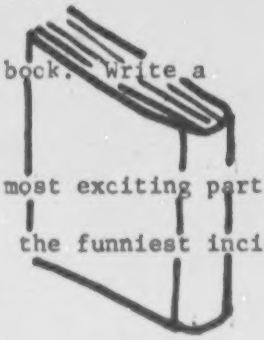


4. Papier maché puppets can be made over toilet tissue rolls. Wad up a piece of newspaper in the shape of a head. Wrap the head with twine to keep it together and attach the head to the tissue roll. Papier maché over the head. Use a square of cloth to cover the roll and your hand.

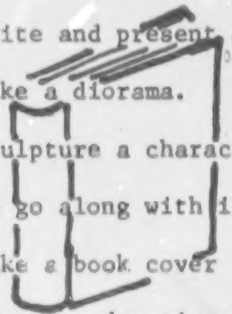


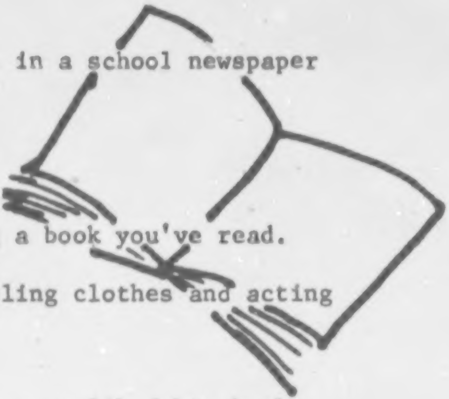
OTHER IDEAS FOR REPORTING ON BOOKS

Purpose: Put ideas on cards and let pupils choose the type of book report he would like to give.



1. Pretend you are one of the characters in a book. Write a monologue in front of the class.
2. Write a funny incident from the book; the most exciting part; the saddest part; the part you like best; the funniest incident.
3. Make a mural of a scene from a book.
4. Set up a radio broadcasting studio with micophone, desk, chair. Write and present a one to three minute book review.
5. Make a diorama.
6. Sculpture a character figure out of clay. Write a description to go along with it.
7. Make a book cover for your book.
8. Draw an advertisement that could be put in a school newspaper about the book you are reporting on.
9. Draw a cartoon strip about the book.
10. Write a letter to a friend recommending a book you've read.
11. Have girls present a fashion show, modeling clothes and acting out their favorite book character.
12. Write a letter to the author telling him you liked his book.





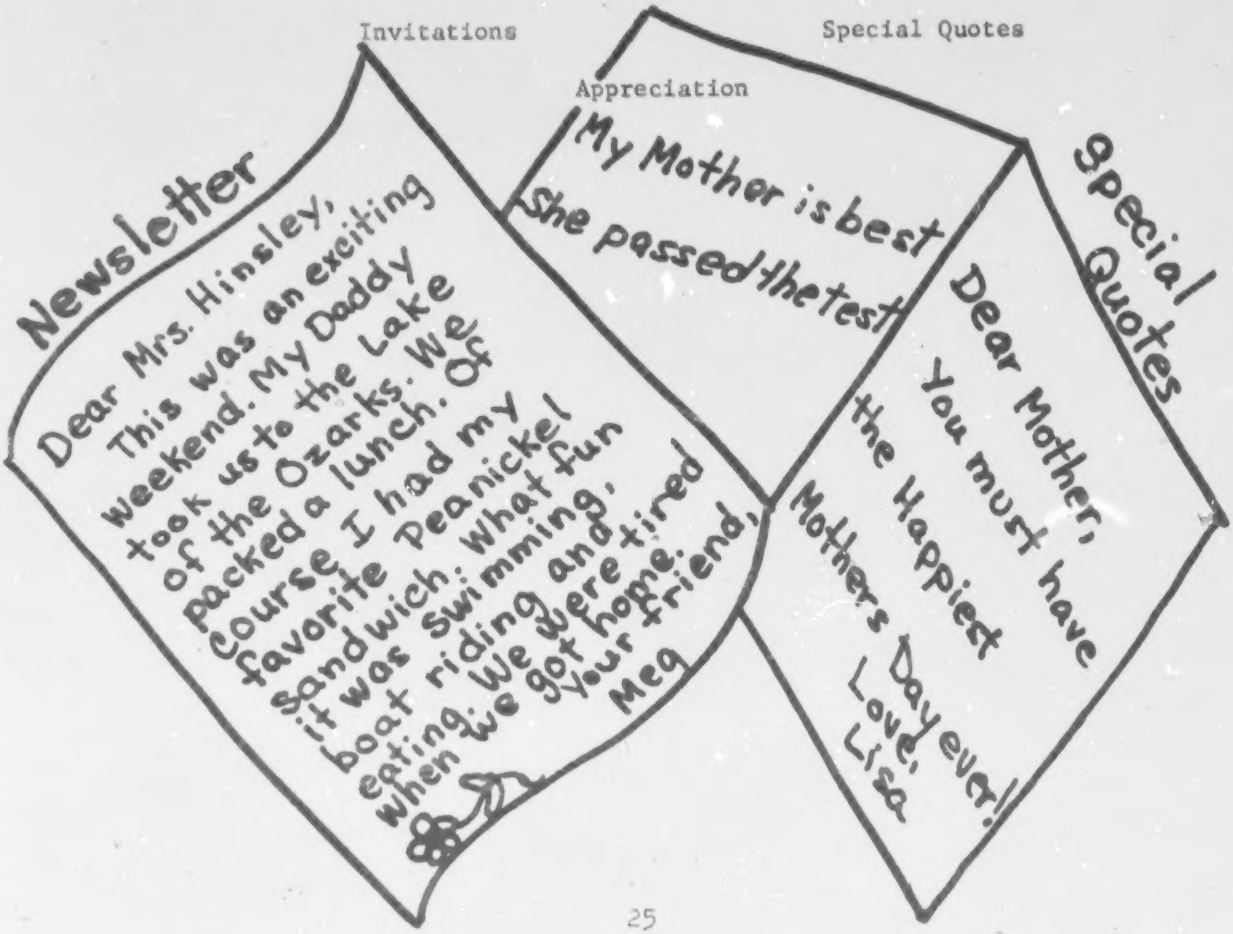
LETTERS, NOTES AND SPECIAL QUOTES

Purpose: To encourage creativity through letter writing. The child gains practice in writing events in sequential order and in relating his own experiences.

Directions: Each child makes his own mailbox for letters or a larger mailbox for the entire room could be used. Letters would be distributed at the end of the day.

Kinds of Letters:

Friendly	Information
News	Thank-you
Invitations	Special Quotes
Appreciation	



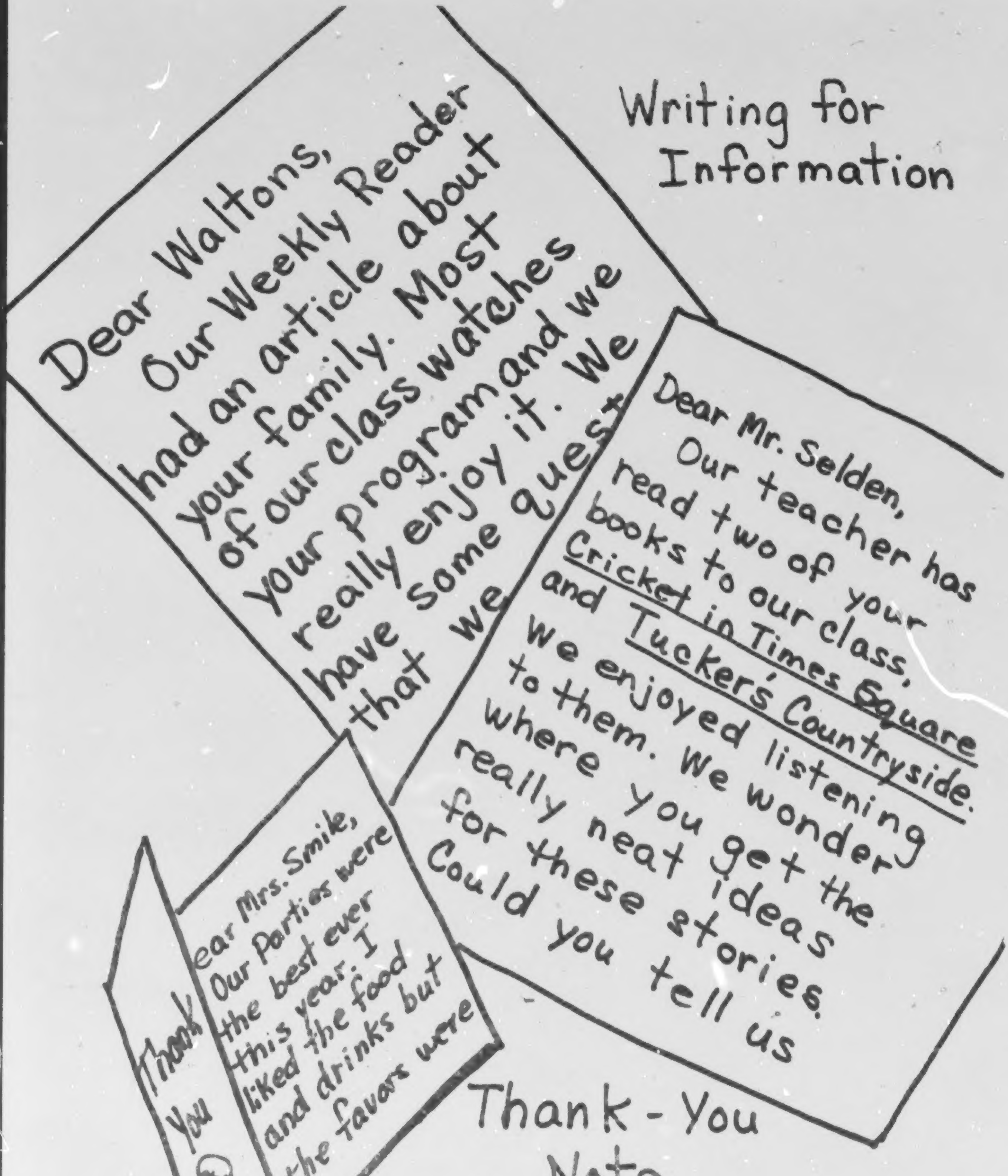
Newsletter

Dear Mrs. Hinsley,
This was an exciting weekend. My Daddy took us to the Lake of the Ozarks. We packed a lunch. Of course I had my favorite Peanickel sandwich. What fun it was swimming, boat riding and eating. We were tired when we got home.
Your friend,
Meg

My Mother is best
She passed the test

Special Quotes

Dear Mother,
You must have the Happiest Mothers Day ever!
Love,
Lisa



Writing for Information

Dear Waltons,
Our Weekly Reader
had an article about
your family. Most
of our class watches
your program and we
really enjoy it. We
have some quest
that we

Dear Mr. Selden,
Our teacher has
read two of your
books to our class,
Cricket in Times Square
and Tucker's Countryside.
We enjoyed listening
to them. We wonder
where you get the
really neat ideas
for these stories.
Could you tell us

Thank
You

ear Mrs. Smike,
Our Parties were
the best ever
this year. I
liked the food
and drinks but
the favars were

Thank - You
Note

Friendly

Dear Mrs. Haupt's Class,
How is your pioneer unit coming along? We made bread and butter last week. The bread smelled so good! We are going to practice square dancing today in gym.
We can't wait for your class to come and visit us next week. We are planning

Dear Mrs. Moore,
Please move my desk away from Jimmy. He talks too much.
Love,
Kim

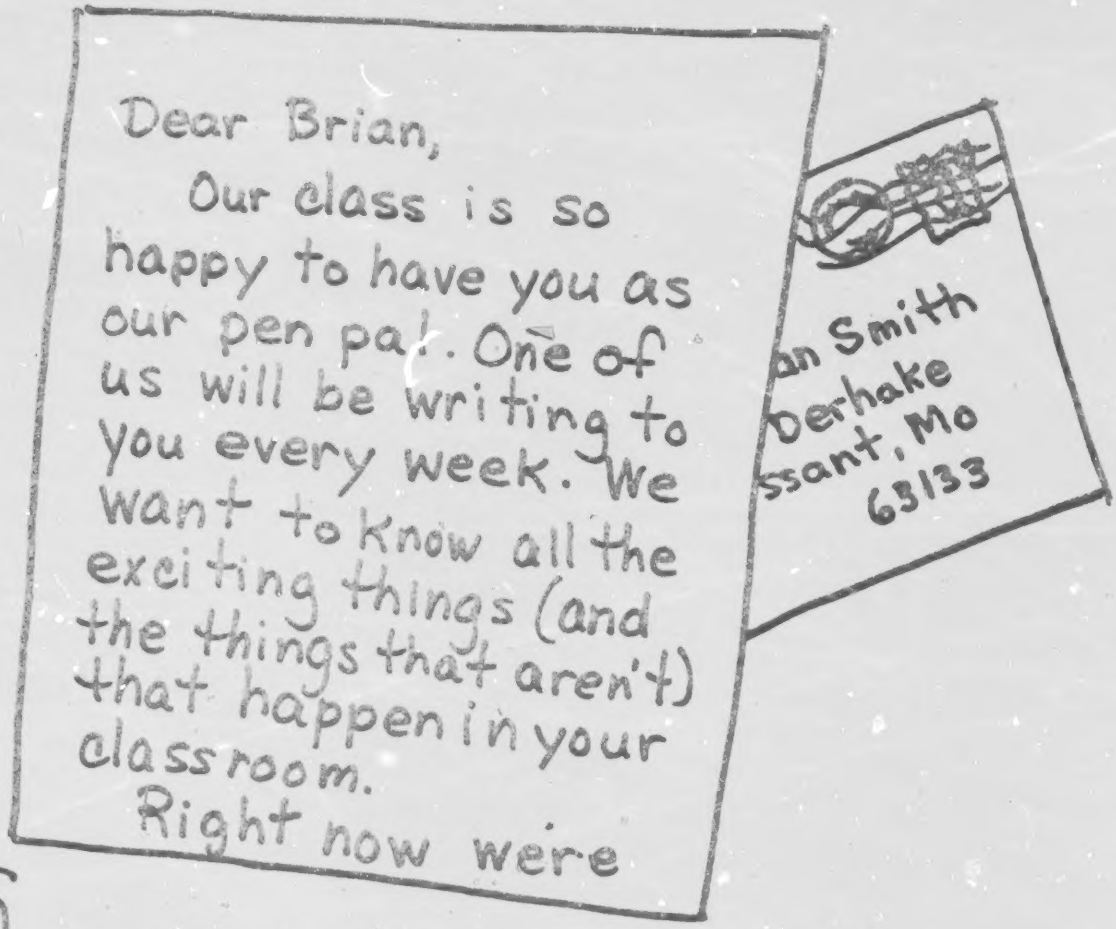
Notes to Teachers

Dear Miss Jones,
I can't do word problems. Will you please help me when you have time? Thanks,
Joe

Invitation

Dear Greg,
My Grandparents and I are going to their cabin on the Lake of the Ozarks this weekend. Would you like to go withus?
We're going to go fishing and maybe, if were good we cango

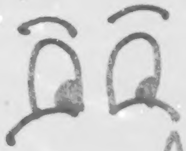
Pen Pals



Dear Brian,

Our class is so happy to have you as our pen pal. One of us will be writing to you every week. We want to know all the exciting things (and the things that aren't) that happen in your classroom.

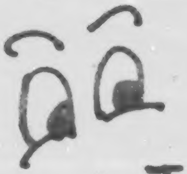
Right now we're



Addresses for Pen Pals

1. School Affiliation Service
American Friends Service Comm.
160 North 15th St
Philadelphia, Pennsylvania

2. Children's Plea for Peace
World Affairs Center
University of Minnesota
Minneapolis, Minnesota

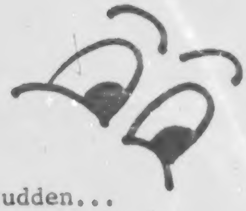


More Pen Pals

1. International Friendship League
Box 1201
Kansas City 41, Missouri

2. The Canadian Education Association
151 Bloor Street, W.
Toronto 5, Ontario.
Canada

IDEAS FOR DRY DAYS



1. Hush!
2. The kitten fell asleep on my pillow.
3. I was walking through the zoo and all of a sudden...
4. My middle name is mischief.
5. Last night I looked into my mirror and saw that I had turned into......
6. If I were a balloon clown
   color car
   witch can of oil
   giant a popcorn ball
7. What if it always rained on Sunday.
8. What if it were against the law to play ball (football, baseball,basketball)
9. Why are you crying little elf?
10. I fell into a big mud puddle....
11. I went for a long walk and ......
12. What if it rained ice cream bars?
13. On the way home from school I saw....
14. While we were camping I dreamed.....
15. My favorite time of year!
16. What I am frightened of.
17. If there was a king of the U.S.A.
18. If I were the First Lady of the U.S.A.
19. If I had only one wish.
20. The T.V. program I dislike the most.
21. Pretend you are lost in the city for a day and a night.
22. The Christmas Mrs. Santa delivered the toys.
23. All about me.
24. If I had a rocket that could take off and land anywhere in the world,
    I would ______________.

25. I have to give away.....

26. The hidden treasure chest.

27. The first Valentine's Day.

28. The turkey was not eaten.

29. What if people forgot how to smile.

30. What if cars never broke down.

31. The unhappy pumpkin.

32. The lonely Christmas tree.

33. If I were only six inches tall.

34. You are on Mars - write me a letter

35. What is a sister? a brother?

36. What if I were a light switch?

37. What would you do if potatoes tasted like _____?

38. Down the street there lived a girl who had purple hair. Her friend wanted her to color it black, but she liked having purple hair because........

39. Once there was a kangaroo who liked to jump rope.

40. A funny lion was once born without a mane.....

41. If I crossed the bridge from earth to Jupiter.

42. If I were the man from Mars.

43. What makes snowflakes?

44. Why are the days shorter in winter?

45. A strange invitation.

46. I wish I were a __________.

47. The sad tree.

48. The lonely hippopotamus.

49. Lost in the fog.

50. What is blue?

51. The last thing I see when I go to bed at night.....

52. Jimmy felt like he was going to scream. He had never been so scared before.

53. "You look upset!"

54. What would happen if you couldn't talk?

55. If all the clothes in the world were the same size?

56. What would happen if every flower in the world were blue?

57. What would happen if snow was red? Would it be prettier than white snow?

58. Pretend you are a zoo keeper and an orangutan was your helper.

59. Make believe you are orange - orange all over. What are you?

60. Things I do when I have the sniffles.

61. The unhappy cloud's tears became snow fun for the polar bears.

62. Problems of the lonely goose who fails to go south.

63. Things I dislike doing during the week-end.

64. The day the heart ran away.

65. Why the pig's tail straightened out!.

66. The day the painter got maroon shoes.

67. Striped feet!

68. The morning the rabbit almost forgot.

69. Santa's surprise.

70. What makes the 4-leaf clover "lucky."

71. The day Mr. Turkey almost got "stuffed."

72. How the penguin got his coat.

73. The dancing seal.

74. The talking box.

75. We three.

76. The spring fling.

77. The day the wind learned to blow.

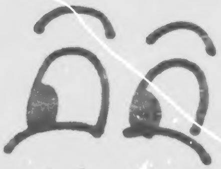
78. Just supposing:

pencils talked and wrote on paper

hens barked and dogs clucked

we were all bald

ice cream tasted like soap suds



79. If there was no Saturday.

80. If toy day was every week of the year.

81. If the Indians hadn't been here when the Pilgrims came to America.

82. I'm happiest when.....

83. The surprise box.

84. The day the leopard lost his spots.

85. The boy with too many sisters (the girl with too many brothers)

86. The cat that found his lost tail (other animals)

87. The pickle that lost its flavor (cherry-seed, peach)

88. The day the Halloween pumpkin almost became our dessert.

89. What if the fall leaves all stayed green.

90. The 4-leaf clover tree.

91. The dog who was looking for a boy.

[illegible]. You won't believe this, but last night I dreamed I was in Mouseland (or Elfland or Gnomeland.)

93. Open on Christmas Eve.

94. The Snowflake Maker.

95. Guess what?

96. The day the Easter Bunny lost his eggs.

97. The day it rained bicycles.

98. The best costume I ever wore.

99. The little people from the lane of "make believe" baby-sat my brother.

100. I wonder why..........

101. I remember the day when..........

102. My interview with Mrs. Skunk.

103. Crash! Down came all the lights.

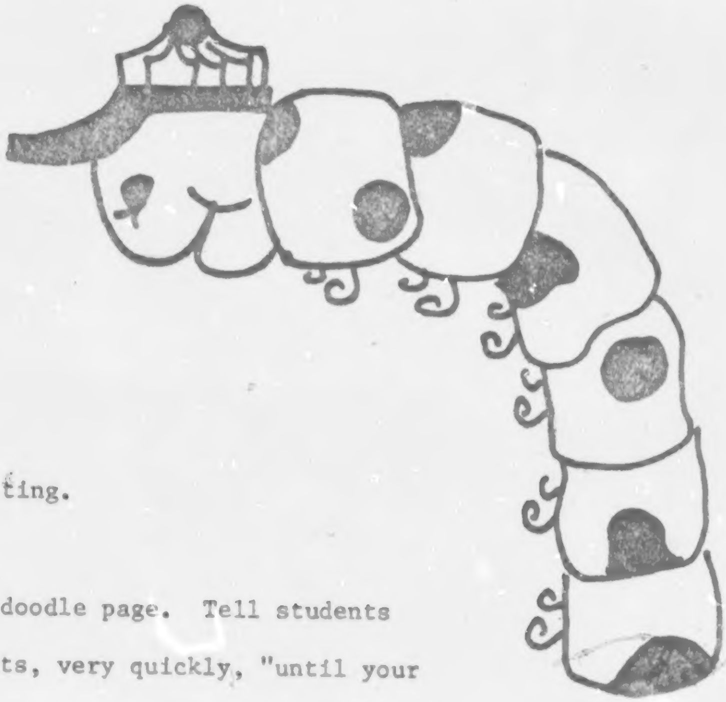
104. The runaway rooster.

105. The town without money.

106. The month that gained a day.

107. What would happen if it rained cats and dogs?

108. What would you change at school if you could change one thing?



"DOODLIN'"

Purpose: Creative Writing

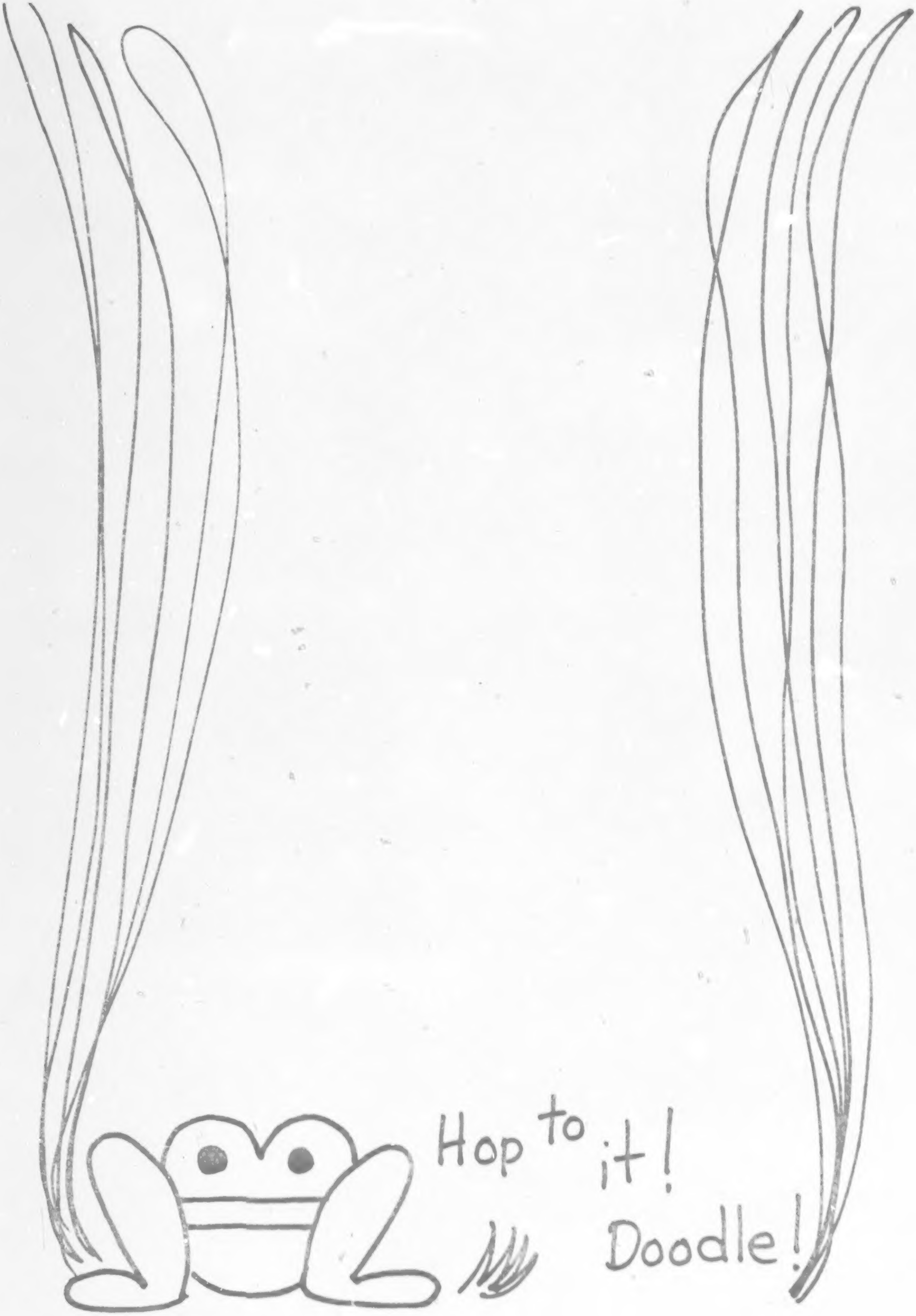
Doodle page for "thought" writing.

1. Distribute copies of the doodle page. Tell students to write all their thoughts, very quickly, "until your pencils are tired." Tell them to focus their attention within the classroom. Don't worry about spelling.

2. The teacher can encourage the children by setting up a situation or giving an idea and letting them carry on, i.e. "Alan Shepherd is lost on his voyage in space. Werner Von Braun is urging him to turn back." Pretend you are Alan Shepherd.

   Write your thoughts about turning back or to keep going.

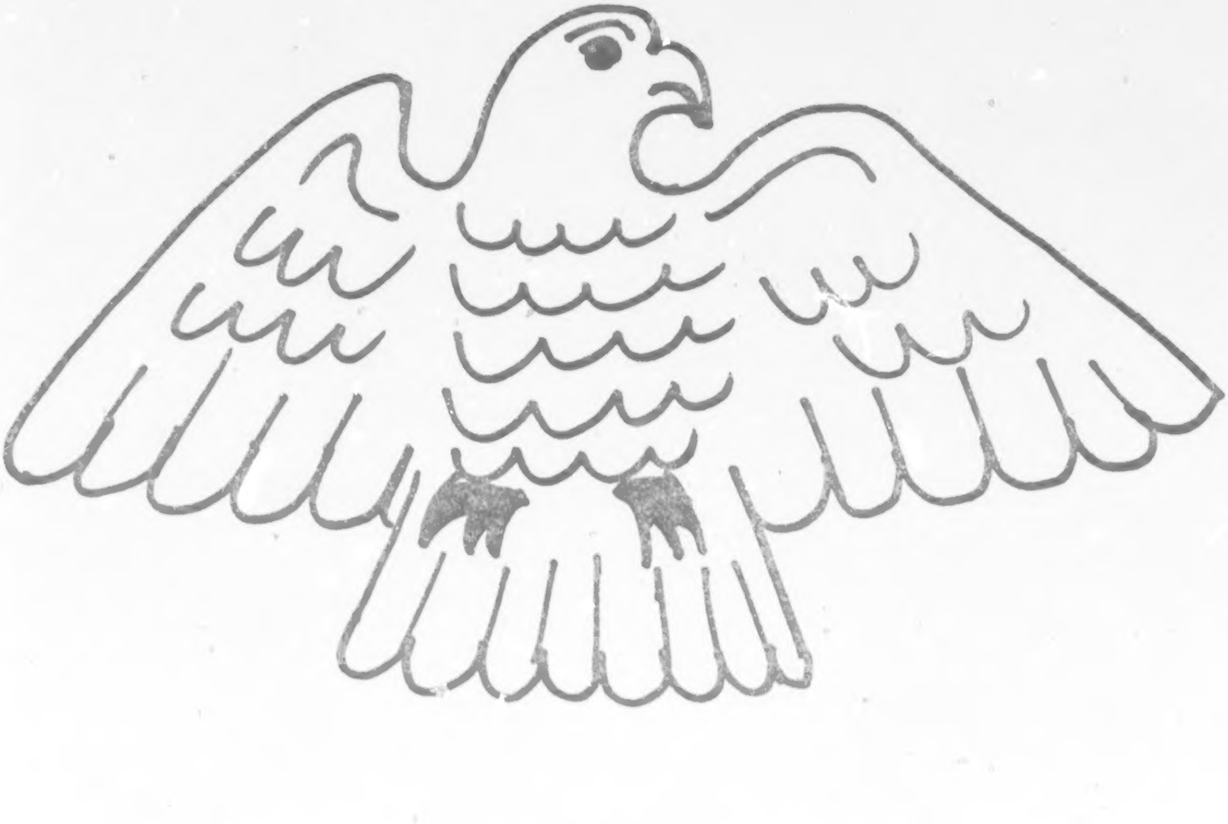
Doodle Page!


Hop to it!
Doodle!

Doodle Page

Freedom
is Not
Free

Freedom is Not Free



Freedom is Not Free

Either - Or

1. You have promised your friend you would help him clean up and you realized it was 5 o'clock and you should be home. What would you do?

2. The class has been assigned a book report. Two weeks later, when it is due, your friend has not read his book but he knows that you have. He asks you to write his report for him. What would you do?

Either - Or

1. You are in a department store and you see your friend take something. What would you do?

2. Your family has been planing a special weekend camping trip to Silver Dollar City for your birthday. The morning you are to leave your brother wakes up sick. Your mother has said she will stay home with him and you and your father may go. What would you do?

CLOSE YOUR EYES AND ......

Purpose: To use words that clearly explain to the reader the words the writer associates with the subject.

1. As you're getting ready to leave some Thursday afternoon, walk up to one child and ask him to tell you the first thing he thinks about when you say the word - weekend. Do this with other students but change the words. For example, use Friday night supper, Sunday afternoon or Saturday!
2. On the following day, resume the discussion on word associations. To further illustrate ways words can help us understand how others feel and help us communicate more effectively, let the class play password. Select four persons to play password and one to be the moderator. Make the directions clear - use one word clues that will allow each partner to associate an answer with the words you're giving him.

The following example provides a technique that the players can use to guess the word.

Homework:

Clues could be:

1. assignments
2. study
3. books
4. hours

These 4 clues should be enough for the players to guess the word.

3. Another game that can be played is 20 questions. Select a person to choose an object in the room. The rest of the class takes turns asking questions that only require a YES or NO answer. In order to guess the object, the questions must be well-thought out and descriptive.

Object - board eraser

Questions -

1. Is it alive? - no
2. Can we use it? - yes
3. Do we all have one? - no
4. Are there many of them in the room? - no

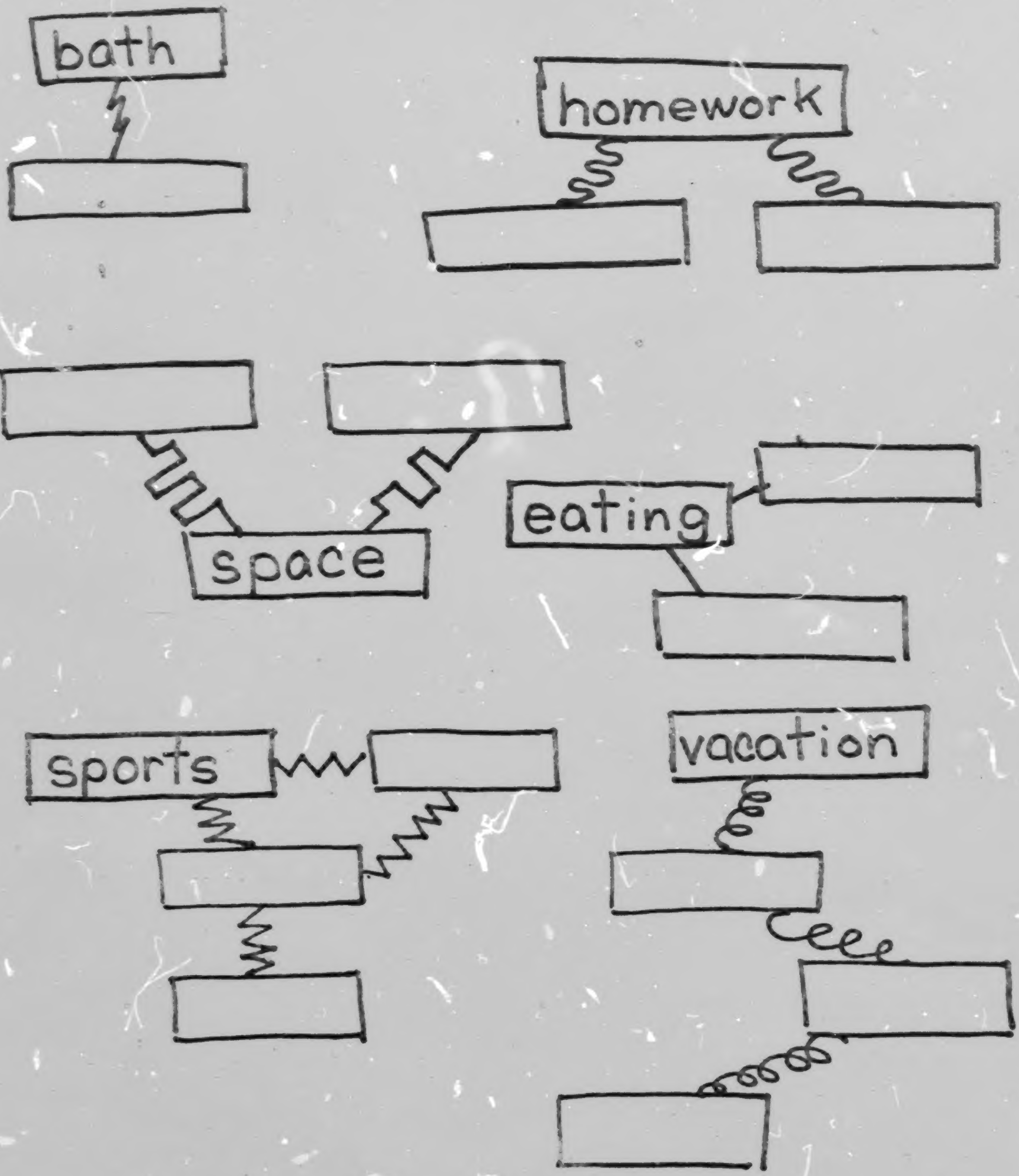
4. Prior to using the child's activity page work with the entire class on associations, start describing an object. As the child figures out the word, have him write down his answer and the number of the clue which enabled him to guess the object. If he finds out in later clues that he is wrong, he may write down another answer.

Object - tree

Clues -

1. brown
2. green
3. alive
4. eats
5. grows
6. roots
7. arms
8. rough
9. leaves

Let's Associate!

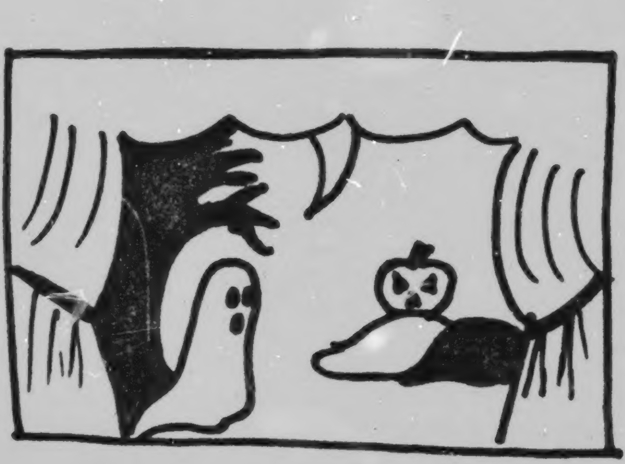

bath
homework
space
eating
sports
vacation

PLOTS, PLOYS, PLAYERS

Purpose:	Story writing is easier to teach if children can see the three parts: People and places; events arranged in sequential order; and the ending.
Directions:	Children can make cards for a file putting them into the proper order: people and places, events and ending cards.

Sample cards can be made for the children. The children can write their own people and places cards, event cards and ending cards. These, too, can be added to the file.

After the cards are made and categorized each child may choose a people and places card and at least three event cards to arrange in sequential order. Once this has been done an ending can be selected. These cards are laid on the desk or table in the order they will be used in the story. Using the cards as an outline the child is ready to start writing his story.



People and Places

a boy and
his father
fishing at
a lake

two girls
going to a
Halloween party

two boys
exploring
a
cave

Events

Storm clouds
gathered,
lightening
flashed, thunder
roared

a boy gets
his leg
wedged between
two rocks

Someone
comes to the
door and
Knocks loudly

Endings

finally the
wind and rain
stopped and
all was quiet
again

after the boys
got home that
night they were
relieved that
everything had
turned out right

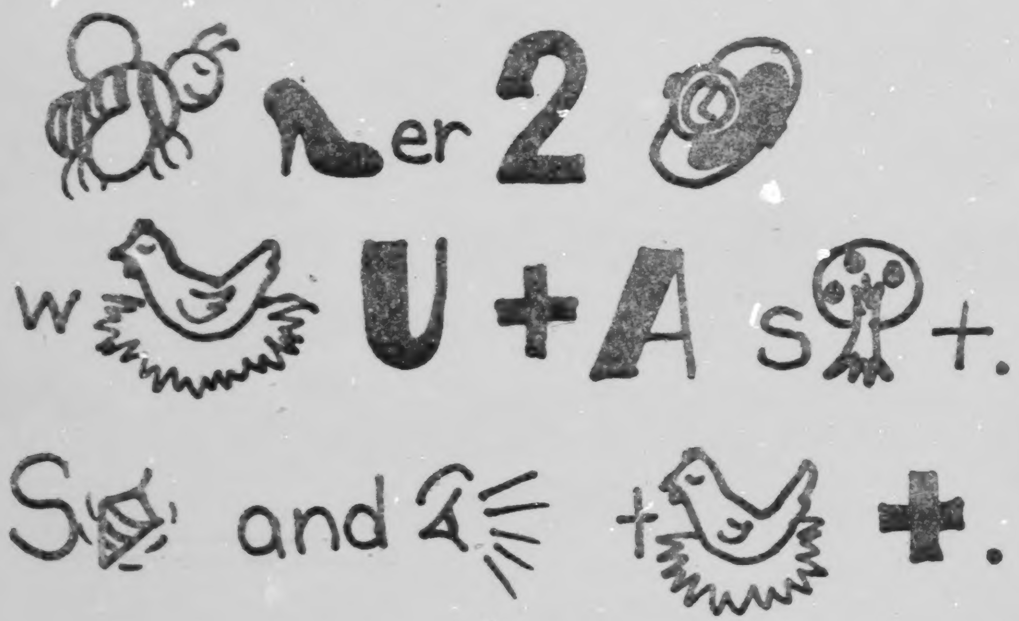
how secure
we felt when
we got home,
closed the door
and sat down
to relax

STORY PUZZLERS

Purpose: To incorporate thinking and fun into one bundle.

Directions: From the clues can you figure out these puzzles.

Puzzle 1

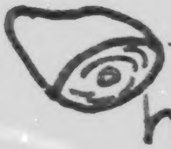
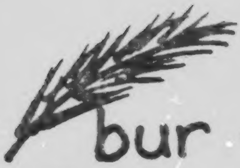
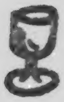


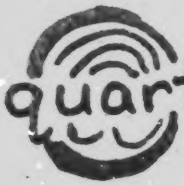
Answer______________________________________

____

____

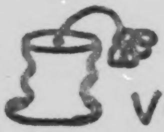
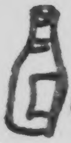
Puzzle 2

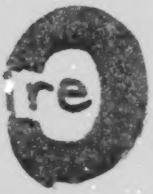
ham + bur + glass 

-lass + quarter - quart =

Answer ________________

Puzzle 3

vase - se + catsup - sup

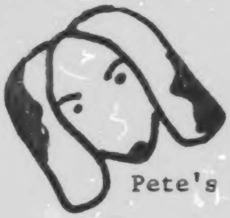
+ tire - re + on.

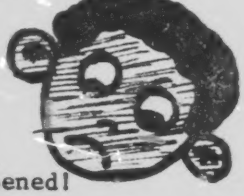
Answer ________________

REBUS STORYWRITING

Purpose: To make use of children's speaking vocabulary. Drawings can be used instead of the words children can't spell.

Directions: Let the children write their own stories substituting pictures for words they can't spell.





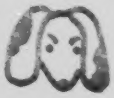
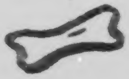
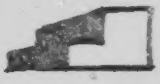
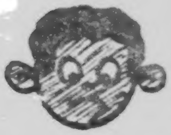
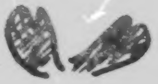
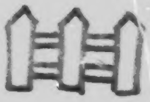
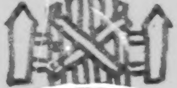
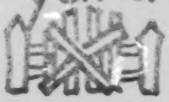
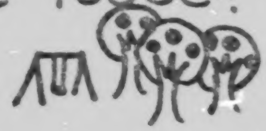
WHAT HAPPENED TO NICKY?

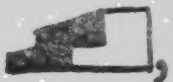
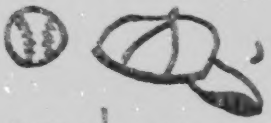
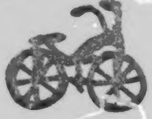
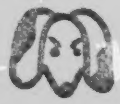
Pete's dog was gone. Oh, how could it have happened! Pete had fed Nicky that very morning and given him a bone to eat. Sitting on a step on the back porch, Pete put his head in his hands to think. There was a fence around the yard and the gate was closed. Someone must have come into the yard and failed to latch the gate. That was what happened, thought Pete. Where would Nicky go if he were loose? Could he be at the park? Pete often took him there for a romp. Pete jumped up from the step, put on his ball cap, jumped on his bicycle and away he sped! "Oh please, let me find my dog," pleaded Pete.

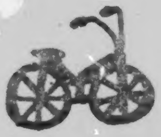
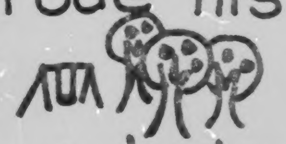
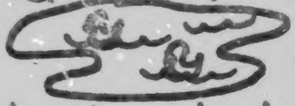
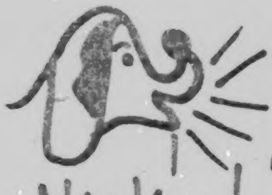
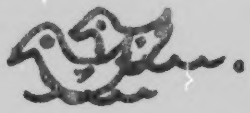
As Pete rode his bicycle around the park he suddenly turned down the path toward the lake. There was Nicky at the lake barking at the ducks. "NICKY! NICKY!" he called. Nicky came bounding to Pete.

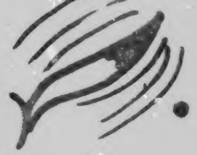
"Oh Nicky! I'm so glad I found you!" Pete crooned, throwing his arms around his dog. Nicky just wagged his tail.

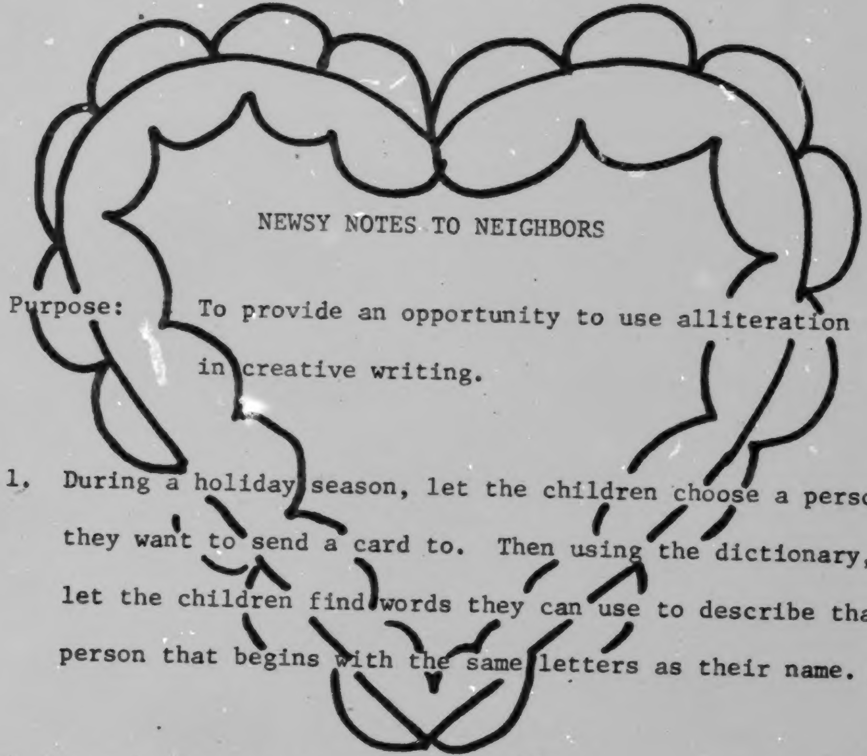
What Happened To Nicky?

Pete's  was gone. Oh, how could it have happened! Pete had fed Nicky that very morning and given him a  to eat. Sitting on a  on the back porch, Pete put his  in his  to think. There was a  around the yard and the  was closed. Someone must have come into the yard and failed to latch the . That was what happened thought Pete. Where would Nicky go if he were loose? Could he be at the  ?

Pete often took him there for a romp. Pete jumped up from the , put on his , jumped on his  and away he sped! "Oh please, let me find my ," pleaded Pete.

As Pete rode his  around the  he suddenly turned down the path to ward the . There was Nicky at the lake  at the . "Nicky! Nicky!" he called. Nicky came bounding to Pete.

"Oh, Nicky! I'm so glad I found you!" Pete crooned, throwing his arms around his dog. Nicky just wagged his .



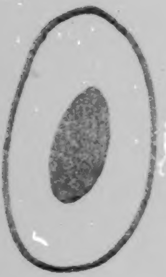
NEWSY NOTES TO NEIGHBORS

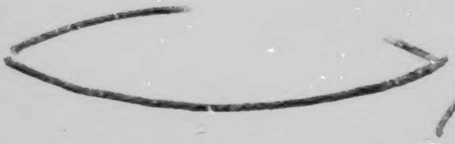
Purpose: To provide an opportunity to use alliteration in creative writing.

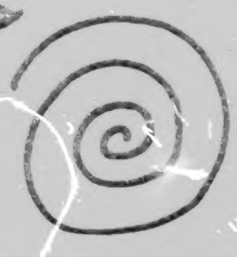
1. During a holiday season, let the children choose a person they want to send a card to. Then using the dictionary, let the children find words they can use to describe that person that begins with the same letters as their name.

For example: Susan

You are such a spicy person, Susan
You make everything seem so super
When I'm sad, you make me smile
You could sell me a soupbone —
You're so sensational!
I'm sure happy to have you
as a special friend.





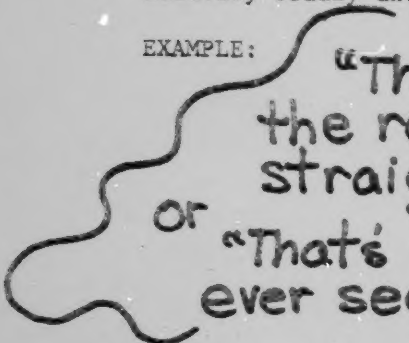


WHAT'S THAT??

Purpose: To stimulate creative writing through designs and shapes.

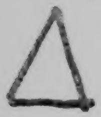
1. Draw a design on the board and ask the children to make up an oral sentence that tells about it. Continue the activity orally until everyone understands the instructions.

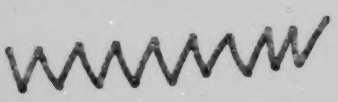
EXAMPLE:

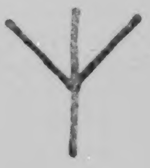


"That yellow line down the road sure isn't straight."

or "That's the longest worm I've ever seen."

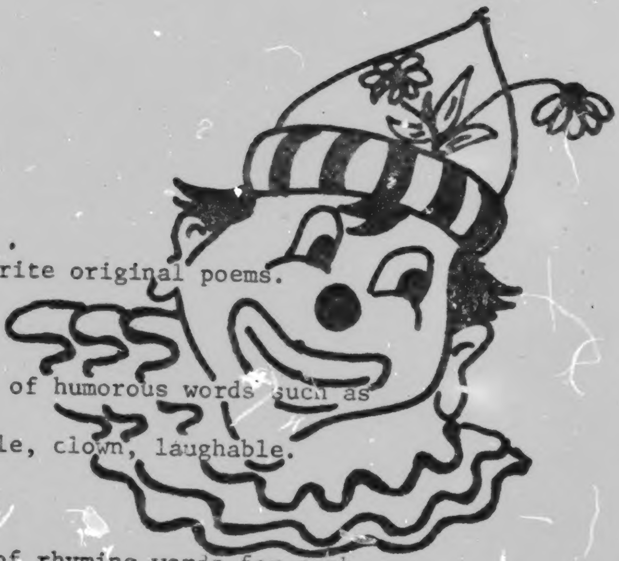






Put other shapes or designs on paper and ask the children to use their imaginations to write a sentence or two about each picture. When the children have successfully completed this activity, let them make new designs. These can be exchanged with other children in the classroom, and they can use them to write new stories. They can also be placed in Learning Centers.

CLOWNING AROUND!



Purpose: To work together to write original poems.

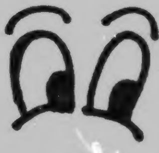
1. Have the class make a list of humorous words such as wiggle, silly, jumpy, jiggle, clown, laughable.

2. Get the children to think of rhyming words for each one and make funny 2-line rhymes such as:

The little fat clown.
Couldn't hear a sound.

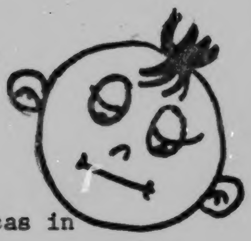
The little old man named Grumpy
was so lively and quick and jumpy.

3. The children can work together on this activity. Have one child supply the first line and another child the second line. A group of 4 or 8 could work together to produce an 8 or 16 line poem. (Reluctant children could then be brought into the activity and experience some success in poetry.)



Use a color to begin word or two word rhymes. Examples: red-bed, yellow-fellow, white-kite.

A WHIZ-QUIZ



Purpose: To use descriptive words to clarify ideas in oral and written language.

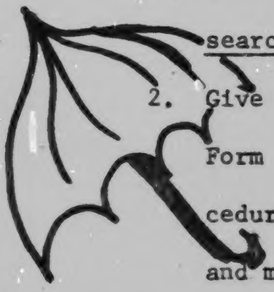
1. Discuss the meaning of a synonym with the children. Begin the activity by saying "I'm thinking of a word that begins with an s and means the same as road. What is the word?"

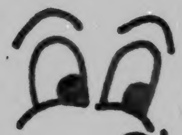
   street

   "I'm thinking of a word that begins with s and means the same as - to look for. Who knows the word?"

   search

2. Give the children time to compile their list of synonyms. Form a circle and select someone to begin using the same procedure - "I'm thinking of a word that begins with a __________ and means the same as _________." The child who guesses correctly gives the next clue.





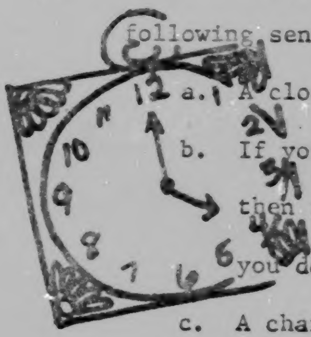
Play selected records to your class and let them paint with the music. Then, either orally or written, let the children explain their paintings.

THOUGHT PROVOKERS

Purpose: To stimulate creative thinking.

1. On the board write Thought Provokers. Under it, write the sentence. - An ice cream sundae is like a ___________ because___________. Let the children orally express the answers they could write. After several comparisons have been discussed, the children can do the activity page.

If more examples are needed to accomplish the purpose, the following sentences can be used for discussion.



a. A clock is like a calendar because______________.

b. If you went into a store, purchased some candy, and then found out you didn't have enough money, what would you do?

c. A chair is like a _________because_________.

Ask the children to bring in some stuffed animals. Place them on the table where everyone can see them. Give the children a choice of two and ask them which one they would rather be, and why? Would you rather be a turtle or a bear? Would you rather be a pig or an octupus?

Thought - Provokers

1. What animal can you compare yourself to? ____________________

____

2. What kind of weather would you say you are most of the time? ____________________

3. If you could be a dog, what kind would you want to be?

____

Why? ____________________

4. When my teacher yells at me I want to ____________________

____

5. If you could be any toy or game, what would you want to be? ____________________

Why? ____________________

Thought - Provokers

1. If someone gives you a gift that you do not want, what do you feel like doing? ______________________________

____

2. When my mother is mad, she is like a ______________________________

3. A meat ball is like a ______________________________

____

4. An ostrich's neck is like a rubber band because ______________________________

____

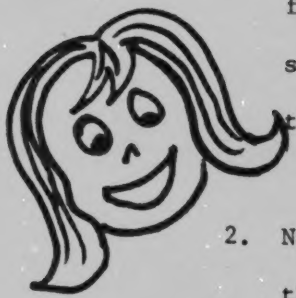
5. What machine would you like to be?

______________________________ Why? ______________________________

____

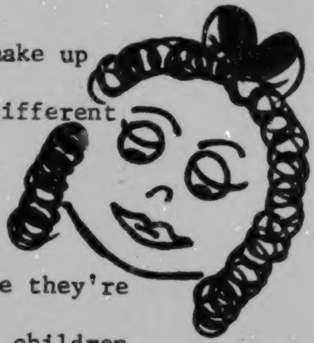
COMIC CAPERS

Purpose: To use another media to stimulate creative writing.



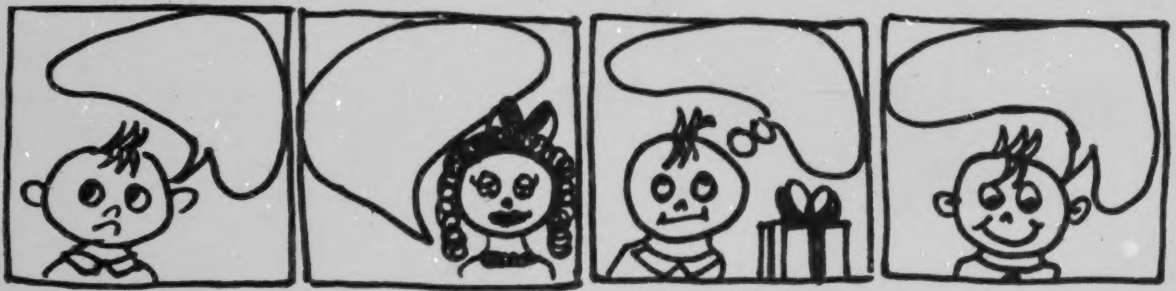
1. Make a cartoon board. Put the cartoons on one side and the captions on the other side. Let the children practice pairing the cartoons with their captions. Good examples of cartoons to use are the Family Circus or The Better Half from the Globe Democrat. If children need practice in sequencing, cut up comic strips and have the children put them back in the correct order.

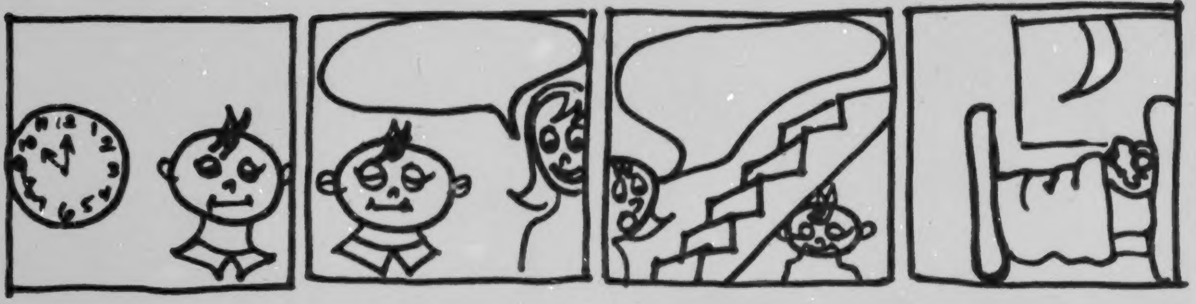
2. Next, pass around cartoons and let the children make up their own captions. Let the children know that different pictures inspire different thoughts and words.



3. Take comic strips from the week-end paper (because they're in color) and blot out the conversation. Let the children experience writing dialogue from a given picture. To begin, let the children work together on this activity. As they gain more confidence, they can work on their own.

4. Finally, let the children make their own comic strips - picture and captions. Take newsprint and cut it into strips. Instruct the children to fold the strip in half, and then fold it in half again. The strip will then have four frames. If a child wants to make a longer comic strip, additional frames can be stapled on. Now that the children are the illustrators, set down a few rules for their work. Comic strips are done in frames with a margin around each one. Not all frames have to have a conversation, but a topic should be chosen and dealt with throughout the whole strip. Continuity is important. Attractive colors also enhance a good comic strip. Once the children understand these ideas, let them create.





ALPHABET RHYMES

Purpose: To write original poems using the alphabet.

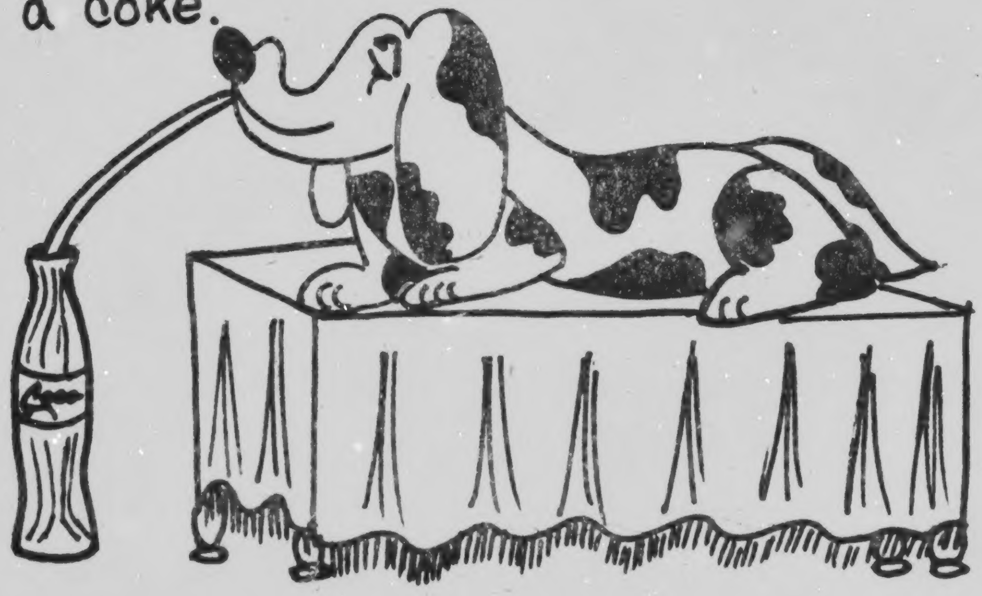
1. Let the children make a funny alphabet book with nonsense rhymes. Individuals or groups work on each page or each child could be assigned a letter of the alphabet and he would be responsible for that page. Illustrations should be made for each rhyme.

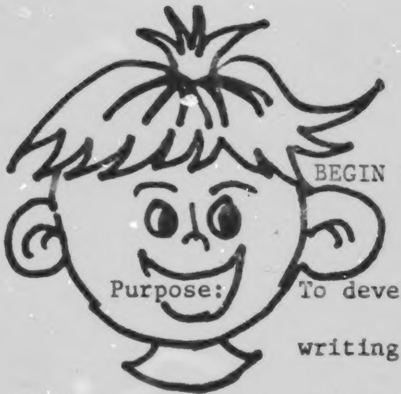
Example:

Pp See the pig wearing a wig.

Mm In the tiny house lives a blue mouse.

Dd When the dog awoke he drank a coke.





BEGIN IT WITH THE END

Purpose: To develop a different approach to creative writing. The pupil is given an ending sentence and is motivated to write an appropriate story for it.

1. In order for the children to participate in this activity and enjoy it, a great amount of oral work has to precede the actual writing. Every few days give the children an ending sentence and ask them how they would begin the story.
2. After the children have had experience with this type of writing, use some of the ideas in a Learning Center. String a clothesline in the classroom close to the writing center. In nickel bags insert writing ideas - use only ending sentences. Attach the bags to the clothesline with colored clothes pins. When the students want to write, send them to the clothesline!

Suggested story endings:

1. At least Mickey never did.
2. I told you that you might be surprised.
3. He'll never forget that as long as he lives.
4. Some people have all the luck.
5. Everyone knew where you had gone.
6. Since then he has had no friends.
7. You weren't too large after all.

8. That is the best present I've ever gotten.

9. I was so glad I woke up!

10. We just have to get a fence and that is final.

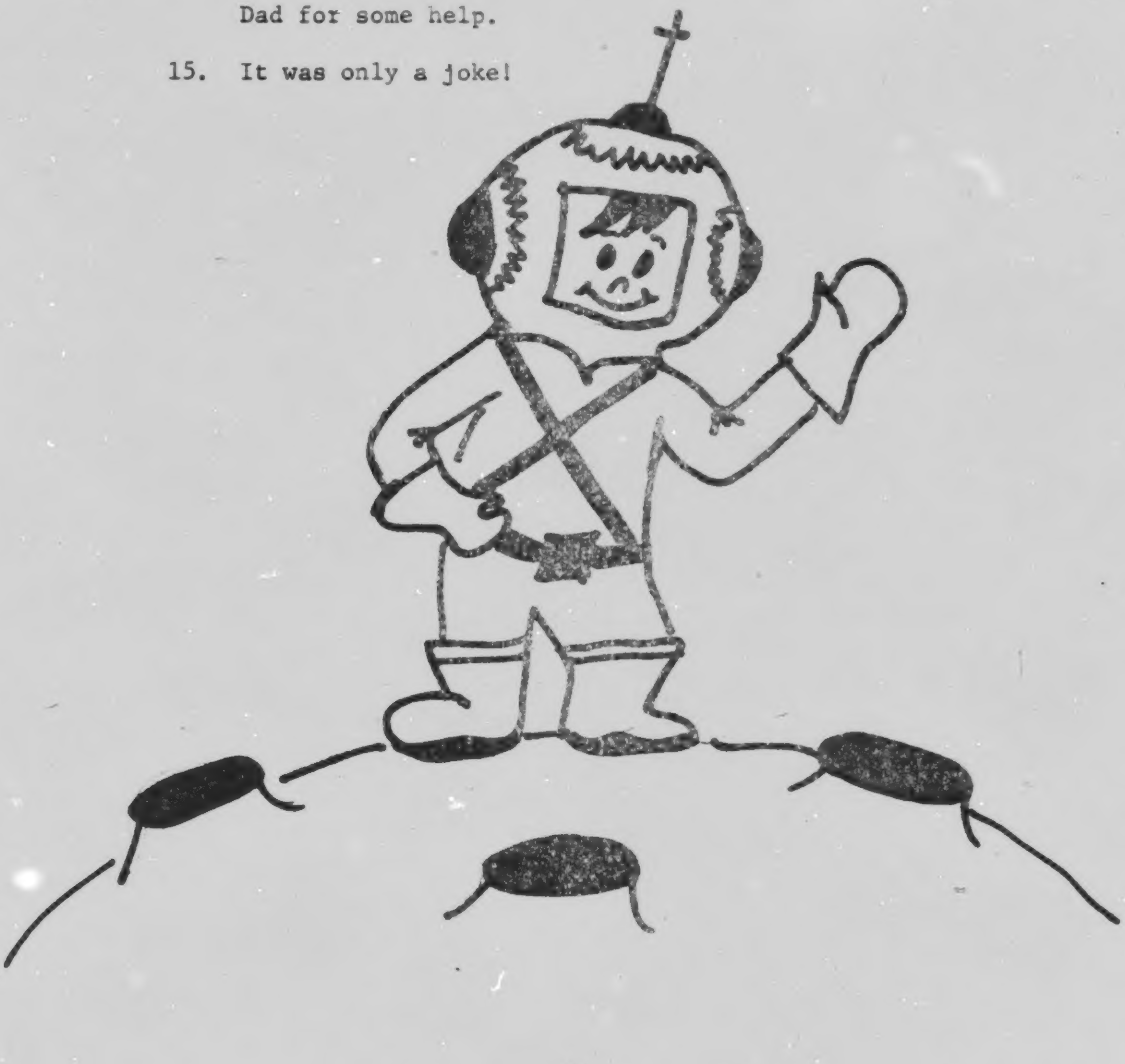
11. Bike, I'll never let anyone borrow you again.

12. You fooled me for the last time.

13. Now, let's play ball.

14. The next time we build our tree house, let's ask Dad for some help.

15. It was only a joke!



HALLOWEEN HOWLS

Purpose: To stimulate creative writing through the use of holidays.

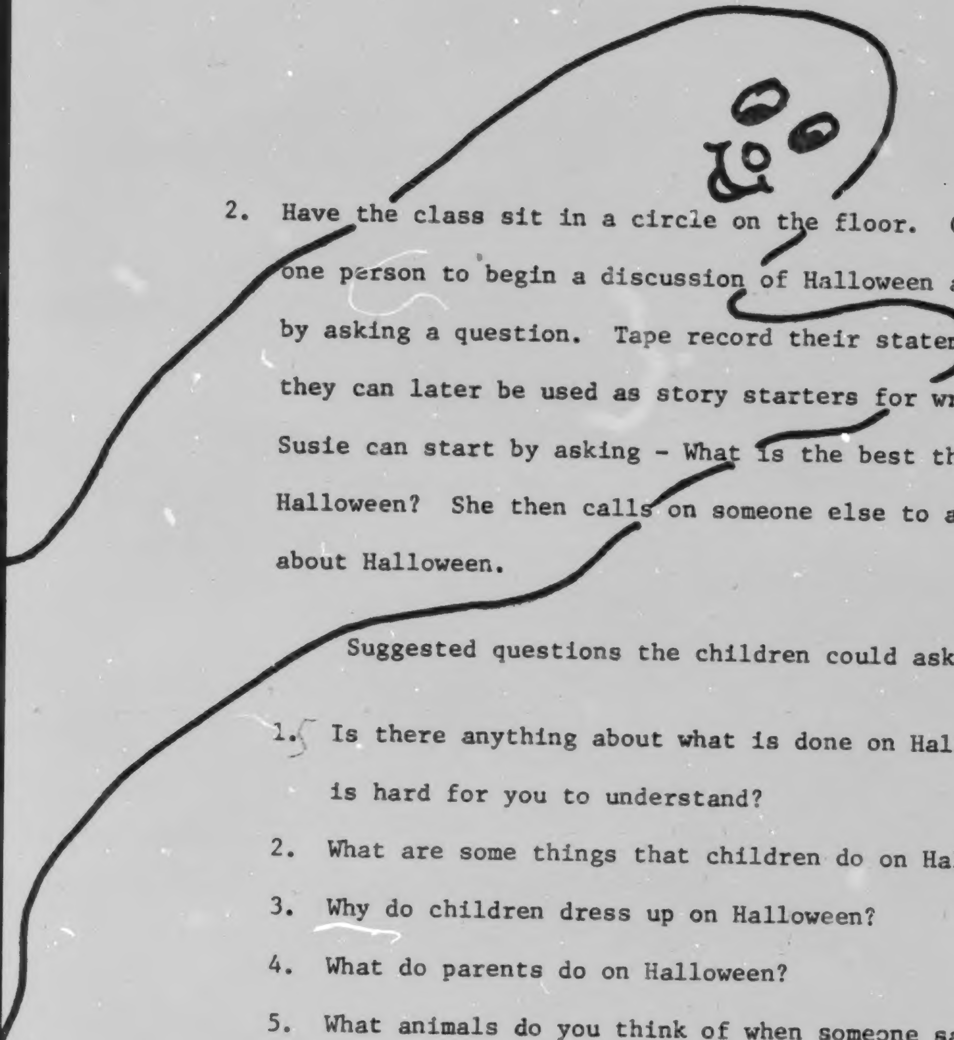
1. During the month of October, display a Halloween bulletin board On the chalkboard make a chart entitled:

Words are Interesting!

Write Some Here!

Color Words	Shivery Words	Scary Words	Quiet Words	Happy Words	Action Words

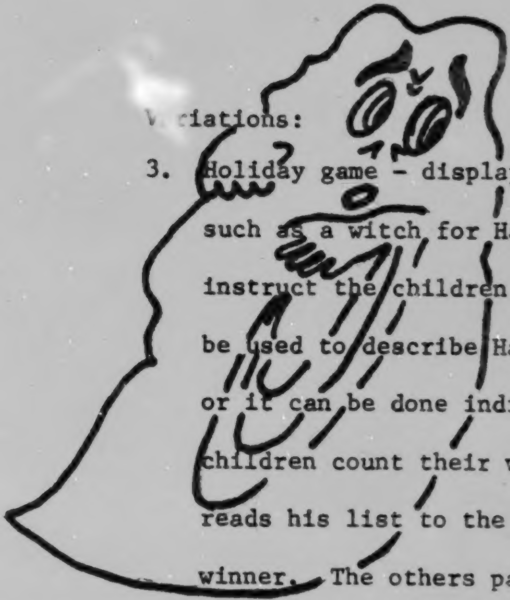
During the first few weeks in October invite the children to fill in the chart with Halloween words. The last few weeks can be spent in creating Halloween stories from the class list of words.

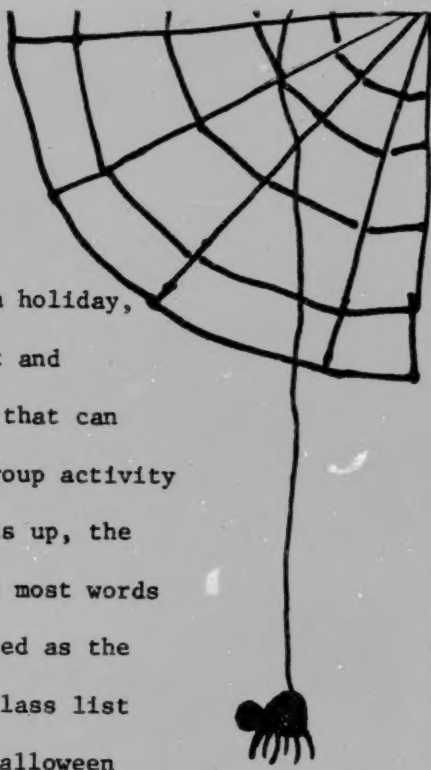


2. Have the class sit in a circle on the floor. Call on one person to begin a discussion of Halloween activities by asking a question. Tape record their statements so they can later be used as story starters for writing. Susie can start by asking - What is the best thing about Halloween? She then calls on someone else to ask a question about Halloween.

Suggested questions the children could ask:

1. Is there anything about what is done on Halloween that is hard for you to understand?
2. What are some things that children do on Halloween?
3. Why do children dress up on Halloween?
4. What do parents do on Halloween?
5. What animals do you think of when someone says Halloween?
6. How do you decide what to dress up as on Halloween?
7. How would you decorate a room for a party on Halloween?
8. If you were a witch what would you do on Halloween?
9. What can you do with a pumpkin?
10. What kind of tricks are good for Halloween?





Variations:

3. Holiday game - display a decoration describing a holiday, such as a witch for Halloween. Set a time limit and instruct the children to think of all the words that can be used to describe Halloween. This can be a group activity or it can be done individually. When the time is up, the children count their words. The person with the most words reads his list to the class before being announced as the winner. The others papers are collected and a class list of Halloween words are published to be used in Halloween stories. The winner's words are displayed around the witch on a bulletin board.

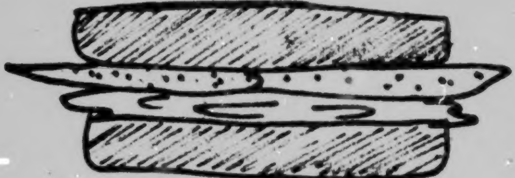
4. These activities can be repeated for other holidays, such as Christmas, Easter, Valentines, Thanksgiving, and St. Patrick's Day.

THINK-A-MABOB'S!

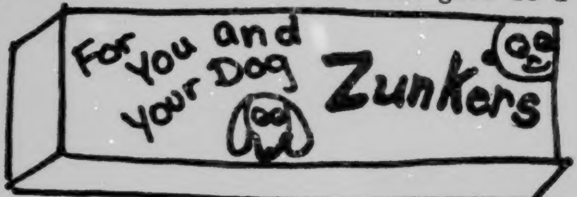
Purpose: A game to provoke thinking. The game can also be written on cards for use in a Learning Center.

1. Make a new sandwich of your very own. Then give your sandwich a name.

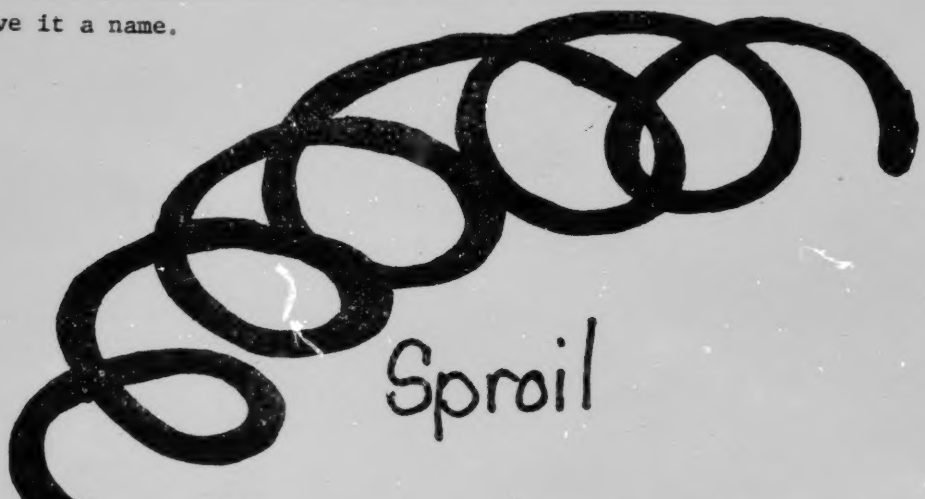
   EXAMPLE: Put peanut butter on one side of two slices of bread. Slice sweet pickles and lay them between the bread with peanut butter. This sandwich could be called "Peanickle Sandwich."



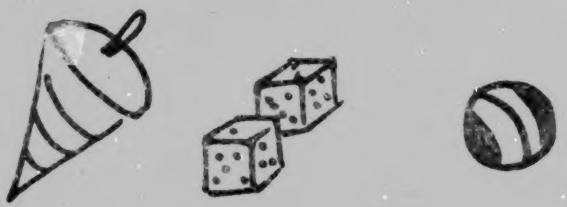
2. Think of a new cereal you would like to eat. Describe what kind of cereal it is. Then give it a catchy name.


For you and your Dog
Zunkers

3. Think of a new type of playground equipment. Describe it and give it a name.



4. Did you ever make up a new game and play it with a friend. Write a description of the game. Think of a name for your game. You may want to demonstrate how it is played for your class.



5. Think of a new toy you would like to invent. Describe the toy and give it a name.

Tape record a myth, folklore or legend. Play only a part of it. Ask the children to write their own endings. Let them read the ending they have written before playing the rest of the tape.

VISUAL MOTIVATORS STIMULATE STORIES

Purpose: Objects can be arranged on a table or a bulletin board to stimulate stories.

CHOOSE YOUR SHOES

Make a collection of different types of old shoes. Children can bring them in. The children then write their own stories. The shoes can be personified. They can tell their stories of adventure, etc.

WHAT WOULD HAPPEN IF?

Purpose: To stimulate creative writing. (Open-ended activities).

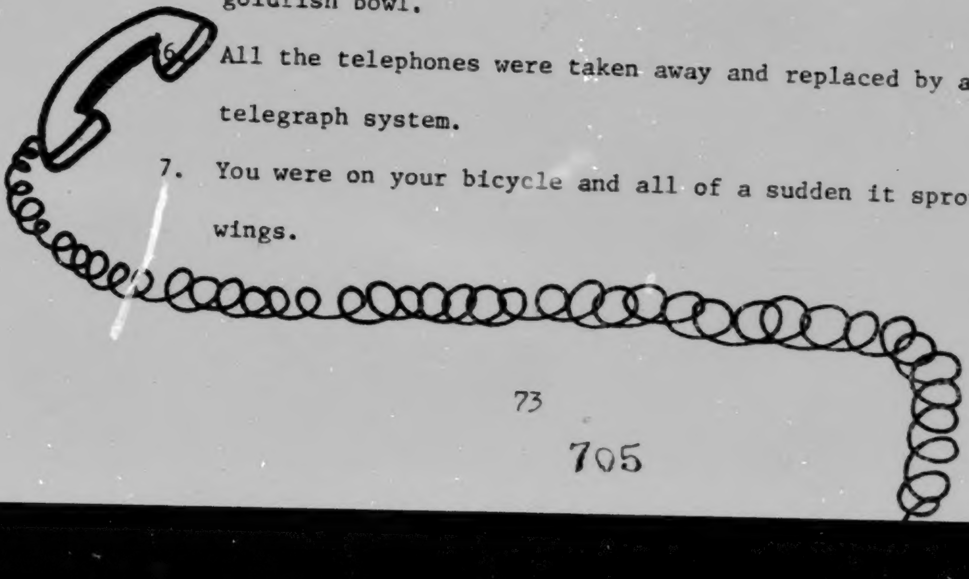
1. Involve the children in some role-playing. Give them situations to act out such as: What would happen if the school secretary comes into your class and announces that your teacher is sick and will not be in today so John and Jane will be in charge.

OR

You went to the zoo and all the zoo keepers were on strike and the animals were starving. After the "actors" have "performed," let them write the role playing they have been performing.

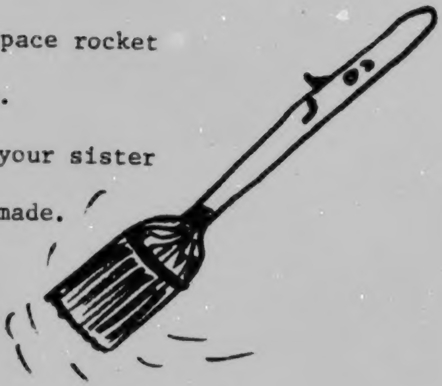
EXAMPLES: What would happen if?

1. A helicopter landed on the school roof.
2. All the faucets in your home had different colors of Kool-Aid coming out of them.
3. On Monday morning every car in your town had no tires.
4. You woke up one morning and you were blue all over.
5. You found yourself one afternoon sleeping in a huge goldfish bowl.
6. All the telephones were taken away and replaced by a telegraph system.
7. You were on your bicycle and all of a sudden it sprouted wings.

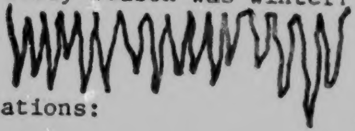


8. Your dog was chosen to ride in a space rocket and you were asked to go along too.

9. You were changed into a broom and your sister used you to clean up the mess you made.



10. Every season was winter!



2. Variations:

Cover a table with colored bulletin board paper. Somewhere on the paper in big letters write WHAT WOULD HAPPEN IF?? and a topic (i.e.: What would happen if you were on your bicycle and all of a sudden it sprouted wings.)

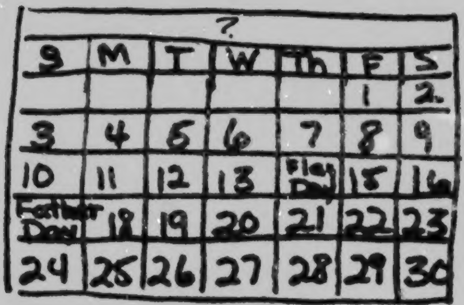
Let the children write "their thoughts" about the topic on the large "doodle page." When the paper is filled, it can be removed from the table and displayed on a wall in the room. A new topic can be selected and the process can begin again for the children.

The children will enjoy writing their own "What Would Happen If" topics.

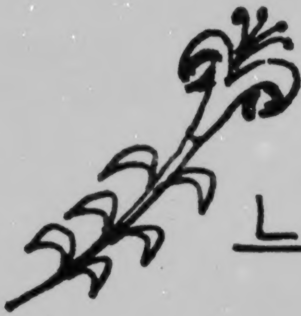
PUZZLERS

Purpose: To incorporate thinking and fun into one bundle

Directions: From the clues can you figure out these names.

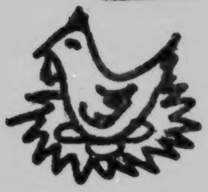


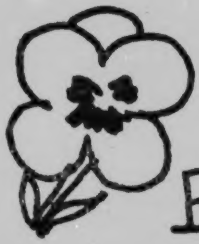
?						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	Flag Day	15	16
Father Day	18	19	20	21	22	23
24	25	26	27	28	29	30



L __________

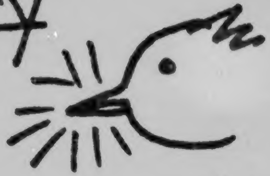
J __________





P __________

__________ ry



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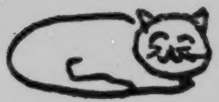

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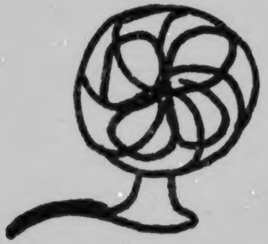
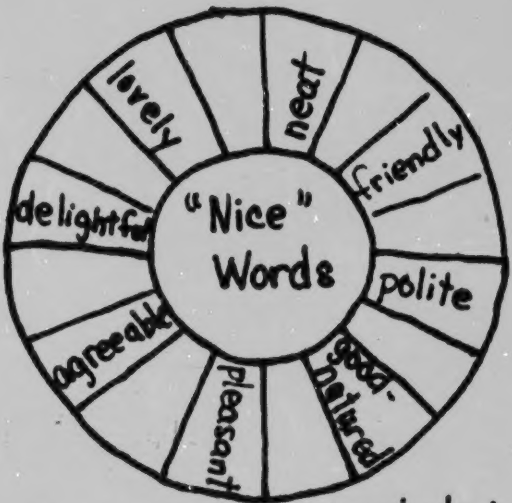


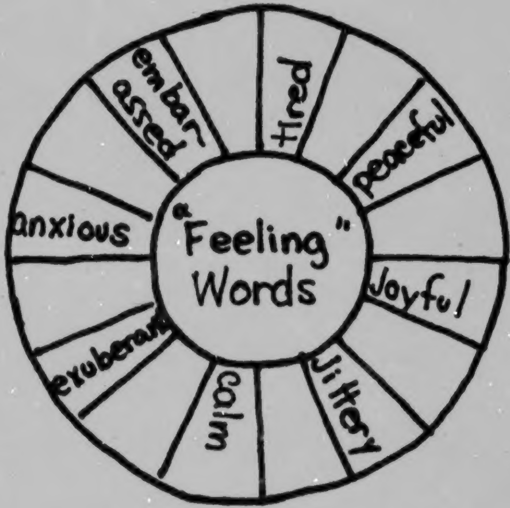
__________ ny

Words to "Turn" you on

Purpose: Increase vocabulary.

NOTE: You may want to enlarge these wheels for children to use in learning centers. You may want to use the empty spokes for the children to fill in their own words.


"Nice" Words
lovely
neat
friendly
polite
good-natured
pleasant
agreeable
delightful


"Feeling" Words
embarassed
tired
peaceful
Joyful
Jittery
calm
exuberant
anxious

Others could include:

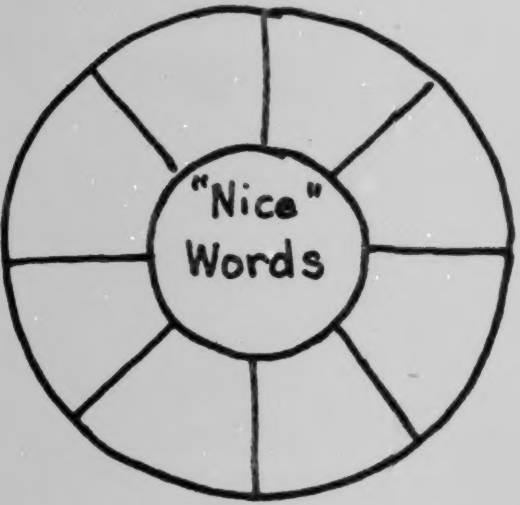
"Motion" Words
- crawling
- swirling
- spinning
- creeping
- graceful
- floating
- hopping

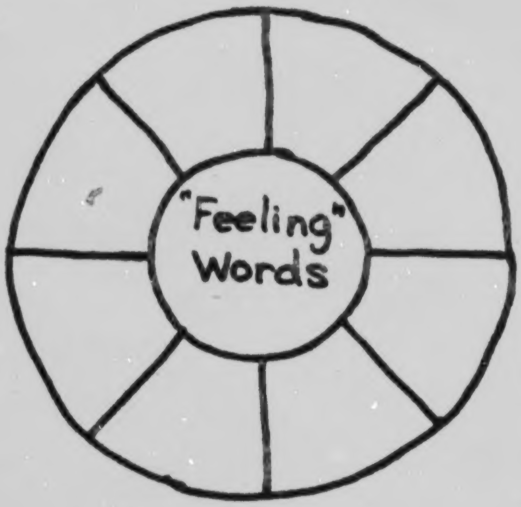
"Taste" Words
- sweet
- sour
- cool
- spicy
- bitter
- tangy
- juicy

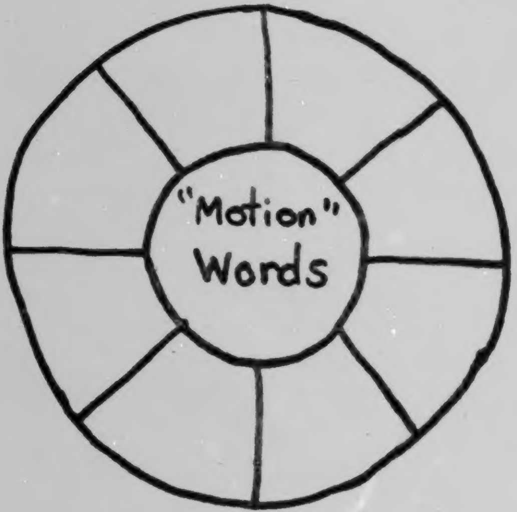
"Walk" Words
- hike
- shuffle
- loped
- skip
- amble
- stroll
- saunter

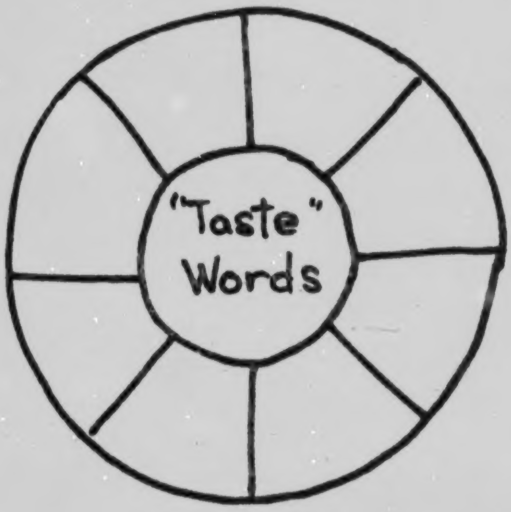
"Said" Words
- stammer
- shout
- yell
- whisper
- mimic
- growl
- mutter

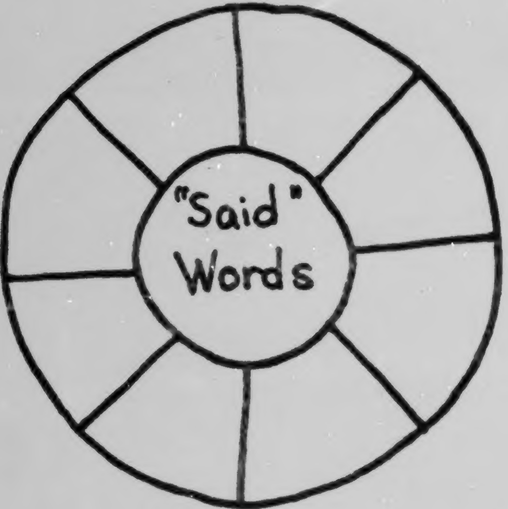
Fill in the spokes with words you could use instead of the one on the hub.

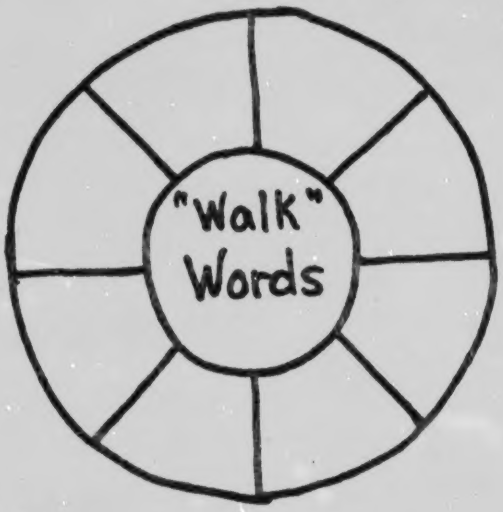



"Feeling" Words


"Motion" Words


"Taste" Words





TIRED WORDS

Purpose: To work on words that are overworked.

1. Don't use overworked verbs and dull adjectives. Some to avoid using so much are verbs like said, went, saw, walk, have, and adjectives like good, wonderful, bad, terrible.

2. Hand out ditto for additional practice.

Draw lines to the correct ending.

The leaves	splashed on the beach.
The dry grass	were submerged by the flood.
The old man	burned in the sun
The cab	screeched to a stop.
The snow	beat on the windowpane
The rain	rustled in the wind.
The houses	sauntered home slowly.
The waves	drifted to the ground.

Fill in the verb. Use your imagination

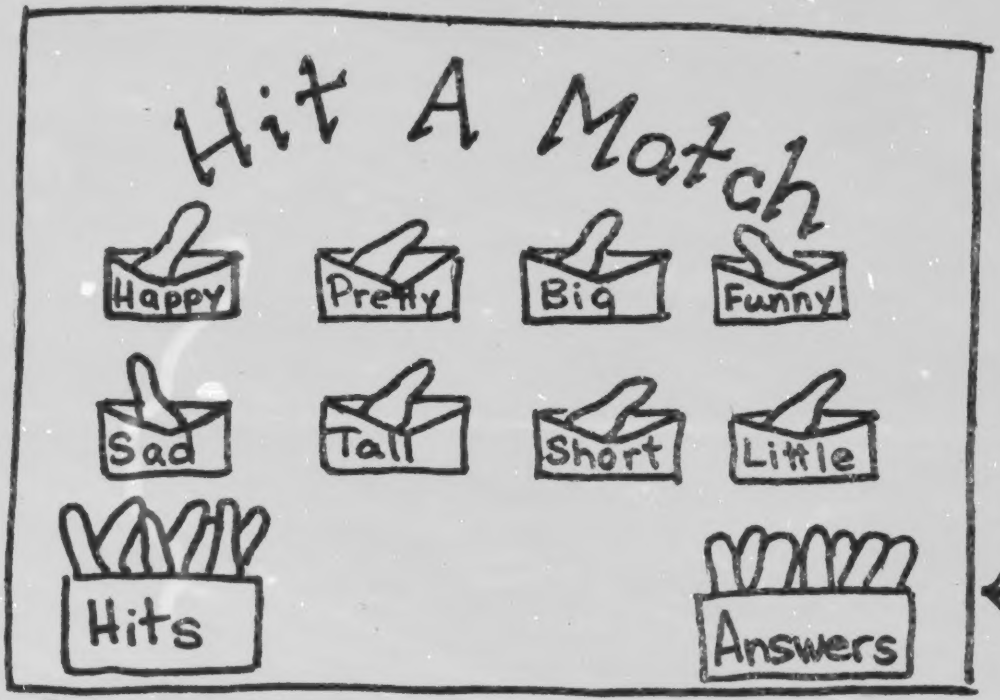
1. The leaves ____________ in the wind.
2. The dry grass ____________ in the sun.
3. The old man ____________ home slowly.
4. The cab ____________ to a stop.
5. The snow ____________ to the ground.
6. The rain ____________ on the windowpane.
7. The houses were ____________ by the flood.
8. The waves ____________ on the beach.

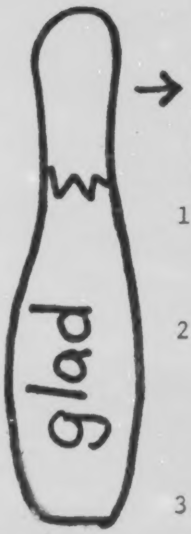
Fill in the adjective. Use your imagination.

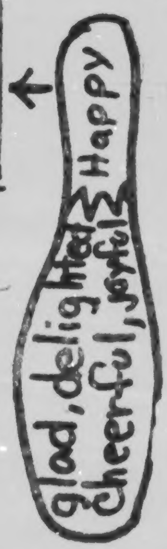
1. The ____ leaves rustled in the wind.
2. The ____ grass burned in the Sun.
3. The ____ man Sauntered home Slowly.
4. The ____ cab Screeched to a Stop.
5. The ____ Snow drifted to the ground.
6. The ____ rain beat on the Windowpane.
7. The ____ houses Were Submerged by the flood.
8. The ____ waves Splashed on the beach.

HIT A MATCH!

Purpose: To recognize synonyms.


Hit A Match
Happy
Pretty
Big
Funny
Sad
Tall
Short
Little
Hits
Answers




Happy
glad, delighted
cheerful, joyful

1. Use envelopes labeled with words for which there are several synonyms.
2. In one corner have cards on which are written synonyms for the words on the envelopes. (Have some blanks so the children may add some new ones).
3. In other corner have answer cards so students may check their work.
4. For individual activity use the following sheet. Play a game having each child write all the synonyms they can for each word. Then have each child read their words, if the word appears on another child's list he crosses it off. After all the lists have been read, the child with the longest remaining list is the winner.
5. This lends itself to antonyms and homonyms as well.

Synonyms!! Synonyms!!

How many can you think of?

Pretty

Happy

Big

Funny

Sad

Little

WORD TALK!

Purpose: To recognize words that describe and to use them in their correct context in creative writing.

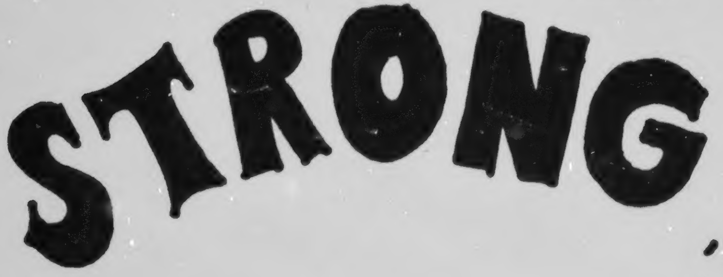
1. Give the pupils a list of good descriptive words. Ask the children to write these words so that they will show what the word means.

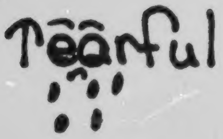
shy
enormous
drunk
spooky

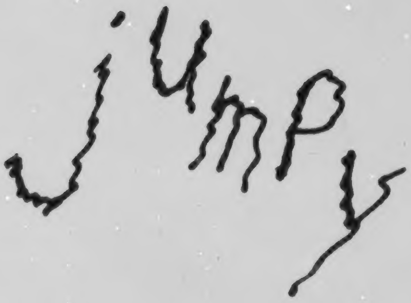
lazy
fancy
shaky
happy

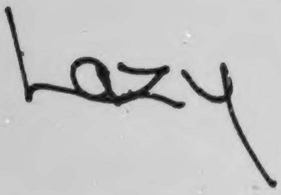
jumpy
sleepy
strong
tearful

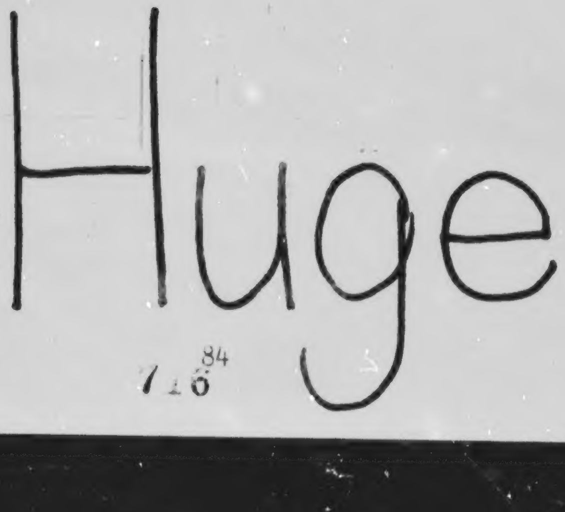
little
long
stuck
weak











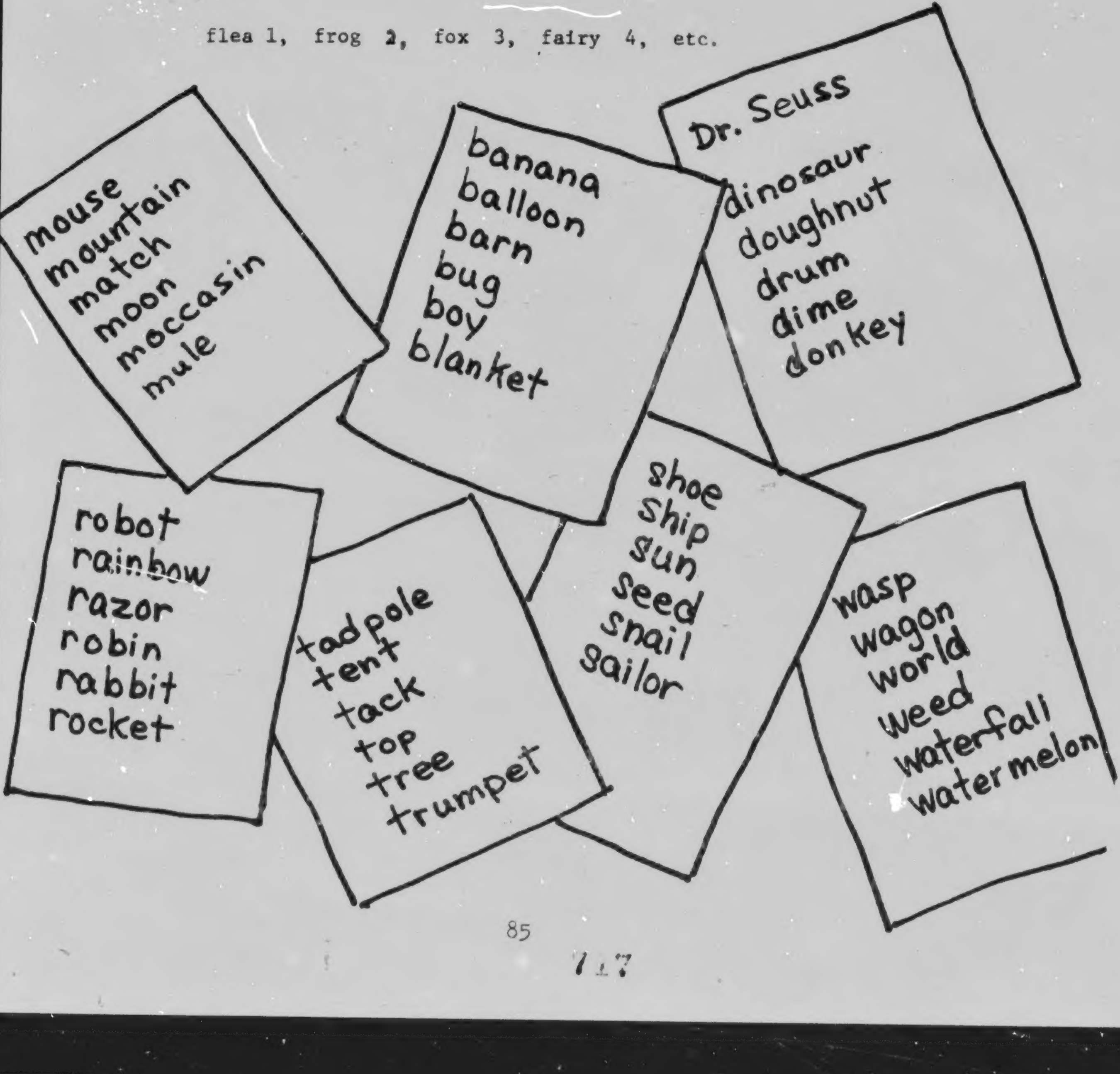
COMPARING SIZES

Purpose: To teach children to relate size to their personal experiences.

Have children rewrite the following lists of words numbering them from 1 to 6 according to the size of the noun.

Example:

flea 1, frog 2, fox 3, fairy 4, etc.



mouse
mountain
match
moon
moccasin
mule

banana
balloon
barn
bug
boy
blanket

Dr. Seuss

dinosaur
doughnut
drum
dime
donkey

robot
rainbow
razor
robin
rabbit
rocket

tadpole
tent
tack
top
tree
trumpet

shoe
ship
sun
seed
snail
sailor

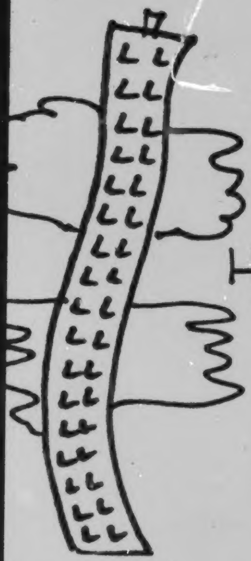
wasp
wagon
world
weed
waterfall
watermelon

After children have arranged nouns see how the children can relate size to their personal experiences.

Example:

How small is small?

1. Small as a snowflake on a fuzzy coat sleeve.
2.
3.
4.
5.

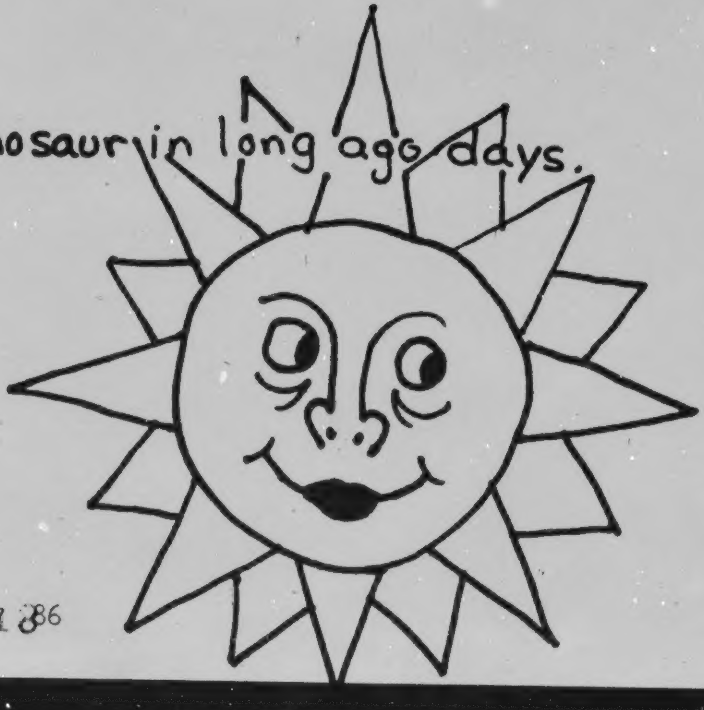


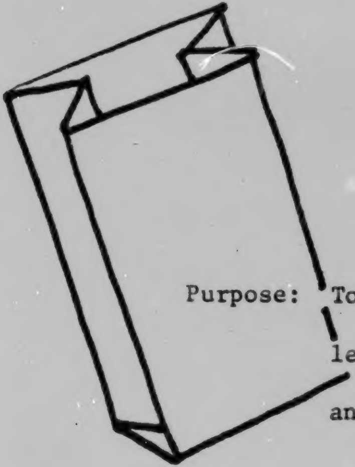
How tall is tall?

1. Tall as a boy walking on wooden stilts.
2.
3.
4.
5.

How big is big?

1. Big as a dinosaur in long ago days.
2.
3.
4.
5.

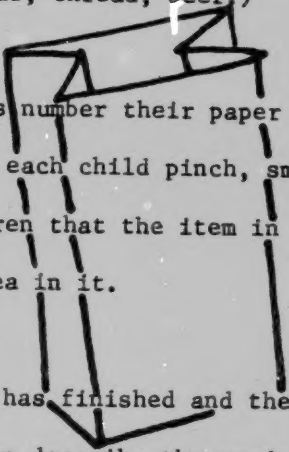




SACK PUZZLER

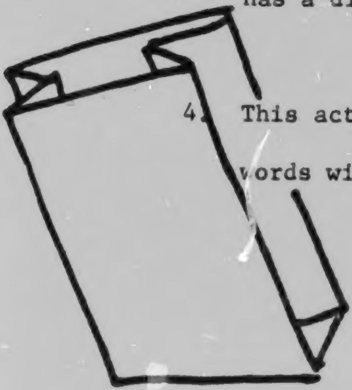
Purpose: To give practice in associating words with the letters ea and ee, to learn to spell these words and to describe the object.

1. Take ten sacks and number them 1 - 10. Place one item in each sack: (example - steel, golf tee, meat, wheat, feet, beet, seat, leaf, thread, deer.)



2. Have the pupils number their paper 1 - 10. Pass the sacks around and let each child pinch, smell, or shake the bag. Tell the children that the item in each sack has either the letters ee or ea in it.

3. When the class has finished and the answers have been checked, let the children describe the words in the sack. For example, a beet - it is red, slippery, can be eaten, cut or smashed, has a distinct odor, etc.



4. This activity may be varied using different letter combinations, words with long o, words with short o, etc.

IDEAS FOR FIRST LINES

Purpose: To help children start writing stories to express their inner feelings. These could be put on cards for Learning Centers.

I like to buy my own clothes, but —

Mother always wants me to do something when —

I get angry when —

I wish —

I was embarassed when —

I really didn't want to get in trouble but —

I could do better work if —

I often worry about —

My best friend is —

I wish my friend would —

I would like for my parents to take me to —

The worst job I have at home is —

One day I —

I wish people wouldn't —

I look forward to —

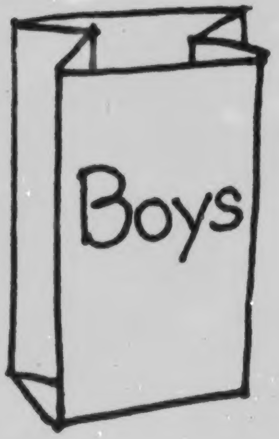
GRAB BAG!!

Purpose: To give practice in creative writing.

1. Collect things from your home that the children can use for writing stories.

   Put them into two big sacks. The items that go in each sack do not have to be just "boy things" or "girl things."

   Let the children come up and select an item from the bag - but don't let them peek in - hands only!

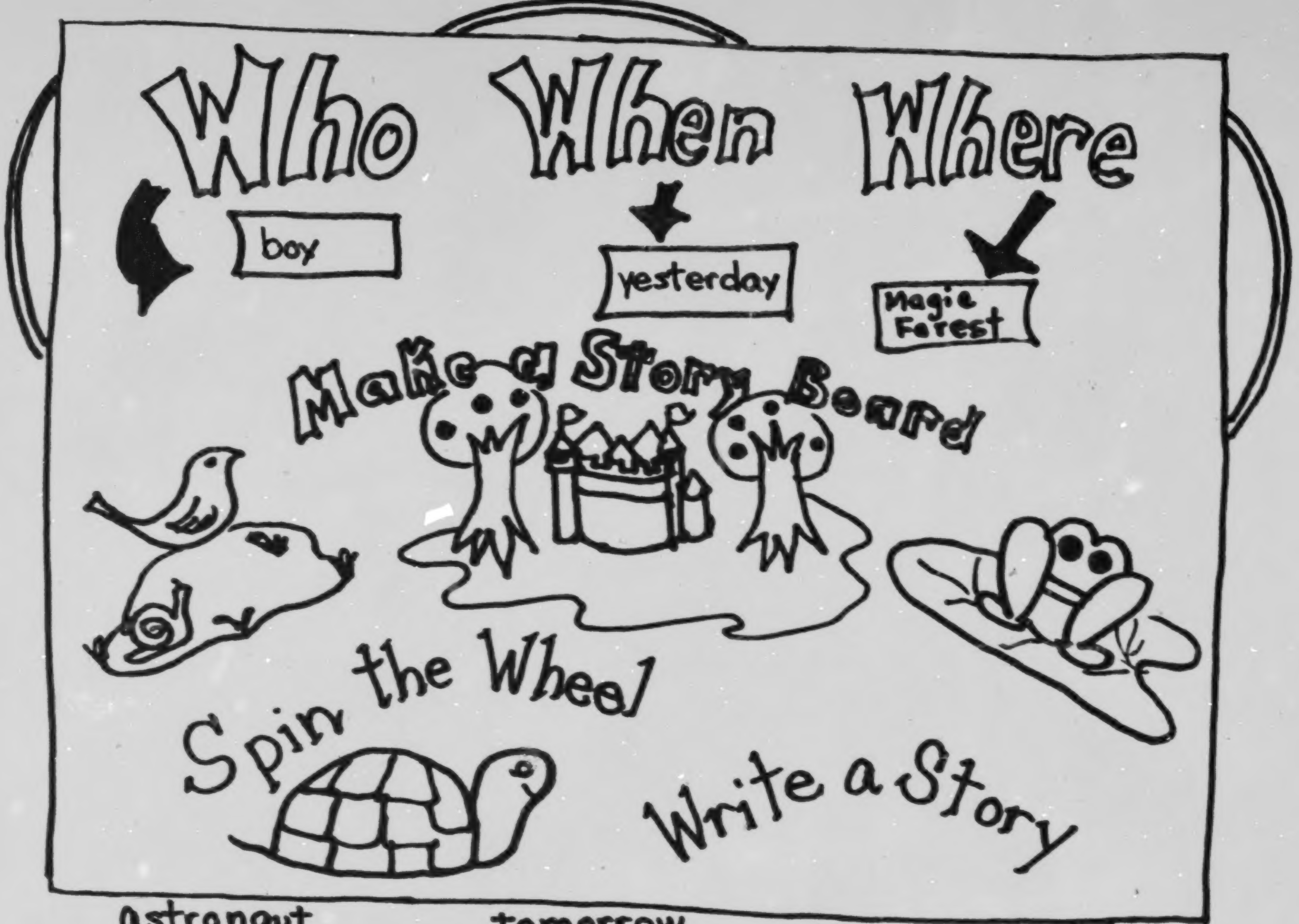


HOW I FEEL

Purpose: To give children opportunity to express their inner feelings.

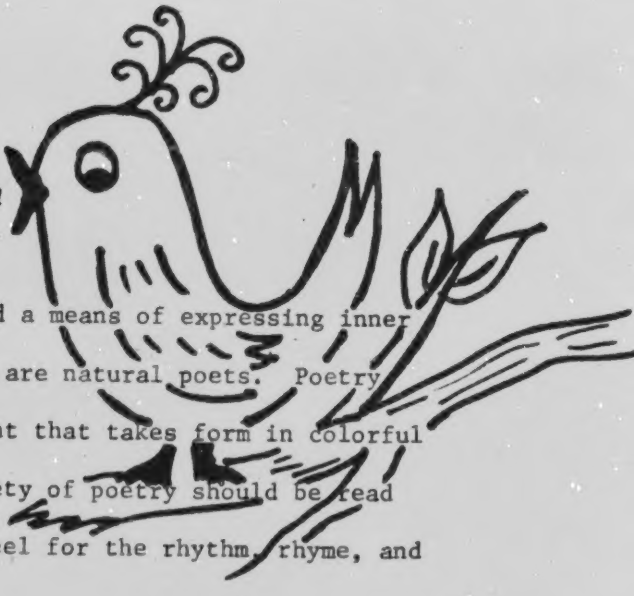
These topics may be used for creative writing. They could be written on cards for Learning Centers.

Things I hate
I'm afraid of the dark
They always blame me
My sister bugs me
My brother bugs me
The day I tore my dress
The day I tore my pants
Things I like to do
The worst day of my life
How do I get out of this
Our cat had kittens
I don't like my birthday present
The day I was lost
How I get into trouble
The day our puppies were born
My sister gets more than I do
My most embarassing moment
The foods I detest


Who
When
Where
boy
yesterday
Magic Forest
Make a Story Board
Spin the Wheel
Write a Story

astronaut	tomorrow	mountains
pirate	long ago	outerspace
queen	Once upon a time	under a tree
dog	100 years from now	in the ocean

POETRY FUN! TRY ONE!

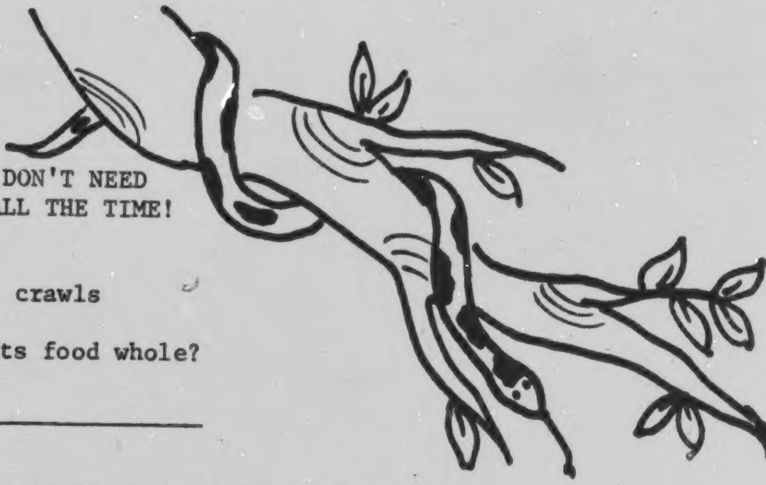


Poetry is painting with words and a means of expressing inner feelings and emotions. Children are natural poets. Poetry starts with a great unique thought that takes form in colorful and musical words. A great variety of poetry should be read to children so they can have a feel for the rhythm, rhyme, and patterns of poems.

Children enjoy writing terse verse because it is short and catchy. Haiku, cinquain and the diamond are forms of poems that do not require the children to labor over rhyming words. Later children will enjoy writing poems that rhyme.

Poems make delightful bulletin boards. Seasonal poems can be written on colorful leaves for fall, ornaments for Christmas, shamrocks for St. Patrick's Day. Manners can be taught by writing manners terse verse, etc.

Writing poetry is exciting! As a teacher, try writing poetry and you, too, will be turned on to a most rewarding pastime.



RIDDLES DON'T NEED TO RHYME ALL THE TIME!

What's long and cold-blooded, crawls
on its stomach and swallows its food whole?

ANSWER ________________________

Green on the outside, red in the middle
with a layer of white in between.
It grows on a vine and is delicious
to eat in the summer.

ANSWER ________________________

What holds its hands in front of its face,
it runs and never rests. Every home has
one and sometimes more.

ANSWER ________________________

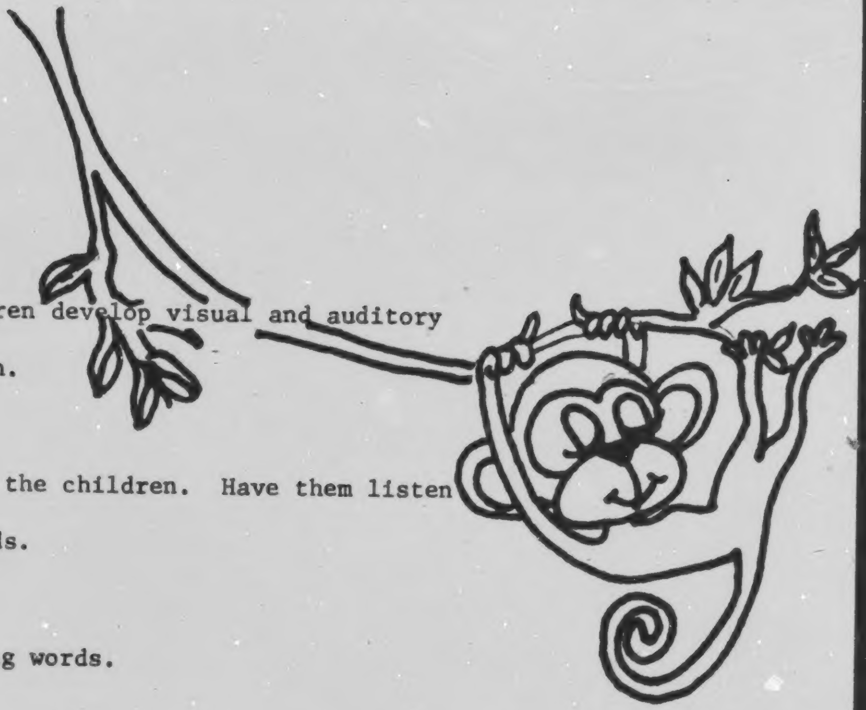
It's round and orange, grows
on a vine and can be used to make
pies. On a particular holiday it
wears a funny face.

ANSWER ________________________

I have two of them, my puppy
has four, an insect has six, a
spider has eight, but a centipede has many more!

ANSWER ________________________

FIND-A-RHYME!



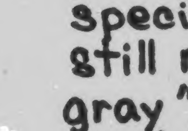
Purpose: To help children develop visual and auditory discrimination.

1. Read the poems with the children. Have them listen for the rhyming words.

2. Underline the rhyming words.

I can really sleep anywhere
On a sofa or on a chair;
Or maybe in my own bed
And with my little bear, Ted.

Kurt



Game: Be Specific
Someone starts by saying a general word: "animal". Next person is more specific: "Cat". Following players are still more specific saying in turn: "light gray", "Siamese" and "my."
Other game subjects: Boy, girl, clothing, tree, land, music.

Find-a-Rhyme

I have lots of funny dreams.
I can't tell which is best.
Like flying on hunks of clouds
Or taking a trip out west!

Kurt

Oh, I like to sleep a lot
I think it's great fun;
I dream about a new toy
And another shiny gun!

Jim + Tom

I have lots of strange dreams
They're always funny it seems;
Like living in another place
Or taking a trip to outer space.

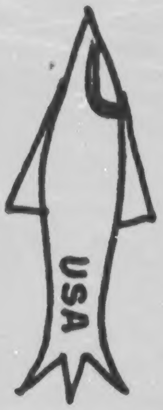
Greg

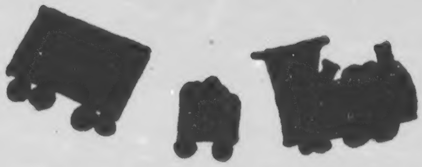
RIDDLES IN RHYME
ARE FUN ANYTIME

Purpose: To teach children to think, feel the rhythm of the rhyme, and create their own.

What goes faster than sound
As it zooms through the air;
You're way above the clouds
And it'll take you anywhere!

ANSWER____________



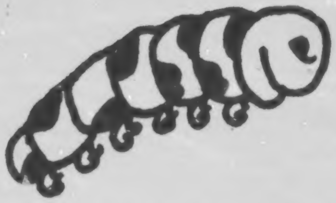


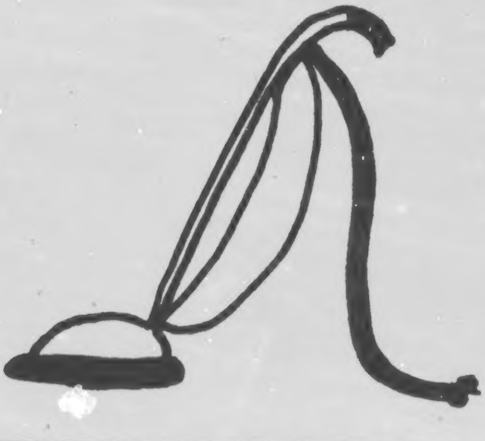
What is long and runs on tracks
And has many, many cars;
The conductor may wave to you
As he clutches to the bars!

ANSWER____________

What's fuzzy-wuzzy, creepy crawley
Walking up a stem;
He's never in a hurry
With many feet to carry him!

ANSWER____________



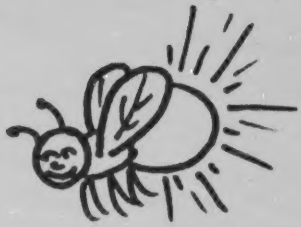


Mother wouldn't do without him
Especially on cleaning day;
He's a greedy, noisy fellow
Sucking up all that's in his way!

ANSWER____________

728

He's a tiny little insect
With a tail light if you please;
Flying around and flashing signals
He might do it just to tease!



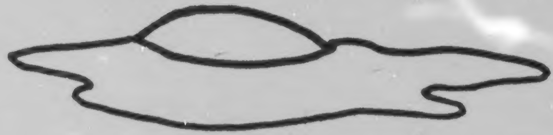
ANSWER____________

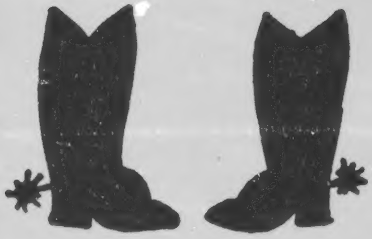
There are five in number
And four are on your head;
The fifth is in your fingers
When they're all gone - you're dead!

ANSWER____________

What are oval-shaped white or brown
You can eat them any way;
I'll take mine sunny side up
With toast most every day!

ANSWER____________





When you buy them
You must have a pair;
Put them on in the morning
And wear them anywhere.

ANSWER____________

TERSE VERSE!

Purpose: Writing "Terse Verse"

Terse Verse

1. A poem with two lines.
2. Each line has two words.
3. The lines end with rhyming words.

Schools here
Let's cheer!

Kite high
In sky!

Try one
It's fun!

Little Terri
Always merry!

Who said
No bread!

The children love to use their own and their friends names this way.

Can you write the rhyming word to finish these verses?

Kites fly
So ________!

Summer's nice
No ________!

My kite
It's ________!

Say Randy
You're ________!

Cold weather
Wear ________!

You're right
Don't ________!

Did Kurt
Get ________!

School again
Let's ________!

Happy day
Let's ________!

Hey, Tom,
You're a ________!

CINQUAIN

Purpose: Writing Cinquain (a five line poem)

1. First line has one word and is the subject.
2. Second line has two words and the words describe the subject.
3. The third line has three ing action words describing the subject.
4. The fourth line is a four word phrase expressing feeling about the subject.
5. The fifth line is one word used in place of the subject.

Elephants
Cumbersome, strong
Stomping, romping, eating
African beasts in captivity
Zoo - attraction!

Kites
Colorful, bright
Sailing, flying, pulling
Soaring through the air
Fun!

Suggestions for starting:

1. Let the class work together in writing a cinquain.
2. Choose a subject like Spring or Fall.
3. Have the children think of two words to describe the subject and write them under the subject. Continue with lines 3, 4, and 5.
4. After the poem is completed try several more.
5. The children then should be turned on to write their own.

HAIKU

Purpose: To teach children to appreciate the simplicity of writing a seventeen syllable poem that has been written in Japan for over three hundred years.

1. The Haiku is a three line poem written about nature. The first and third lines are five syllables and the second is seven syllables.

New snow is so white
It is mushy cold and bright
What a dazzling sight!

Standing by a stream
Watching minnows dart about
How busy they are!

Rain clouds gathering
Thunder roars, lightning flashes
Run for shelter quick!

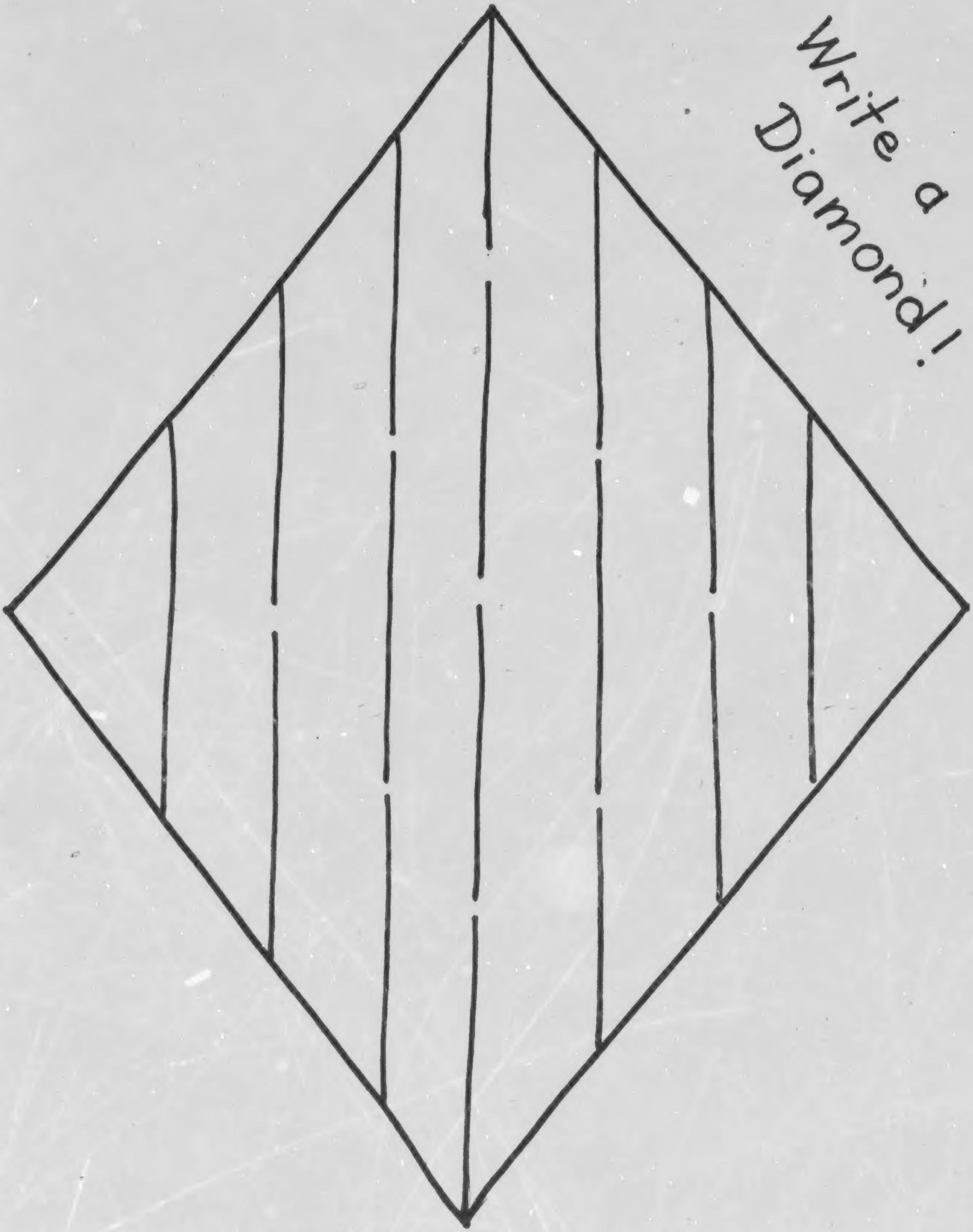
WRITE A DIAMOND

The directions for writing a diamond are a little more difficult than for cinquain. You may want to use the diamond after writing cinquain. Notice how the meaning changes from top to bottom.

Summer
Warm, Sunny
Working, gardening, barbeauing
Hot outdoors —— cool inside
Resting, swimming, traveling
Joyful, relaxing
Vacation!

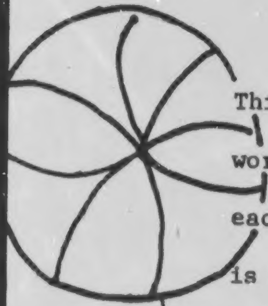
1. One word that means a person, place or thing - now write a change on line 7.
2. Two words that tell what the person, place or thing on line 1 is like.
3. Three words that end in -ing or -ed.
4. Two words that talk about the word on line 1 and two words that are opposites.
5. Three -ing or -ed words that tell about the word on line 7.
6. Two words that tell what the word on line 7 is like.
7. One word that shows a change from the word on line 1.

Write a Diamond!

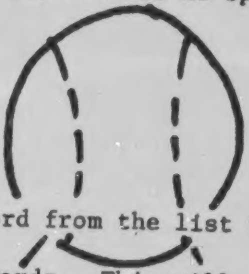


BOUNCE AND SPELL!

Purpose: To help children become better spellers by spelling orally as they bounce a ball for each letter.

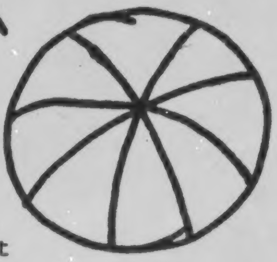


This game can be played in small groups. The child is given a word to spell. He pronounces it and bounces the ball or he says each letter. If he misses he is given a second chance. The ball is passed to the next child who bounces the ball as he spells. The child left standing is the winner.



Variations:

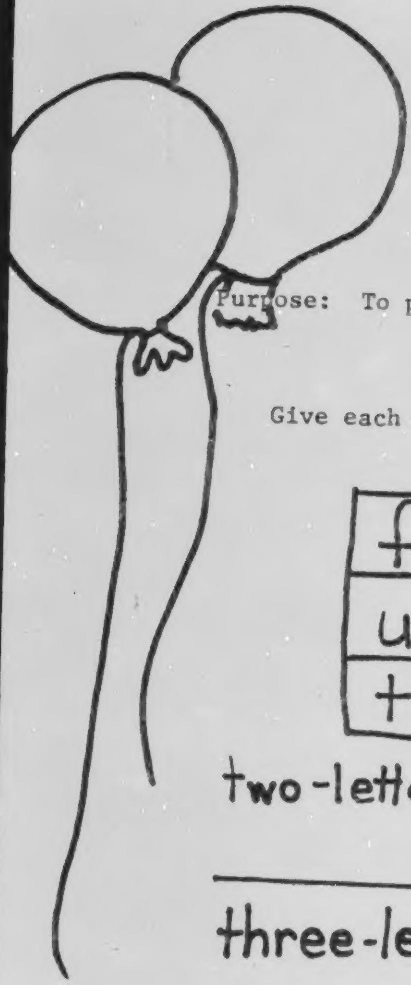
The children may be asked to recall a word from the list to spell instead of the teacher pronouncing the words. This will give practice in retaining assigned words as well as spelling them. If the child can't think of a word he must sit down.



The teacher could use a homonym in a sentence.

Example: The bear is brown.

The child spells the correct homonym - b-e-a-r. Then the next child must spell the corresponding homonym after using it in a sentence. My head is bare. b-a-r-e.



MAGIC LETTERS

Purpose: To provide practice in spelling.

Give each student a copy of the grid.

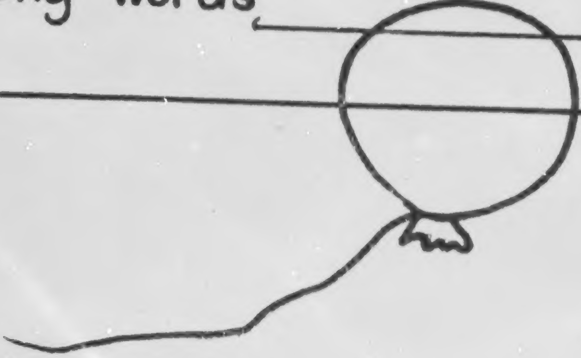
f	o	d	a
u	n	e	i
t	g	r	p

two-letter words ____________________

three-letter words ____________________

four-letter words ____________________

"long" words ____________________



Make as many words as possible using the letters given.

Magic Letters

f	o	d	a
u	n	e	i
t	g	r	p

two-letter words ______________________________

____

three-letter words ______________________________

____

four-letter words ______________________________

____

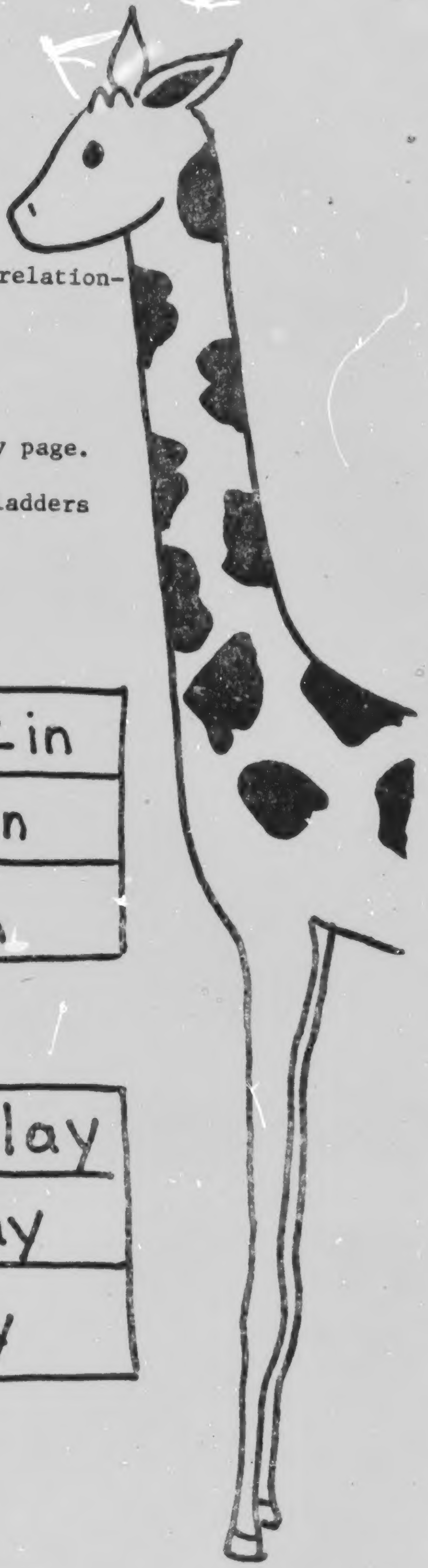
"long" words ______________________________

____

STRETCH AND GROW!

Purpose: To give practice in recognizing word-family relationships which can be an aid in spelling.

1. Give each student a copy of the children's activity page. Instruct them to write words on the corresponding ladders that make the beginning word grow.



thus
bus
us

flat
bat
at

grin
fin
in

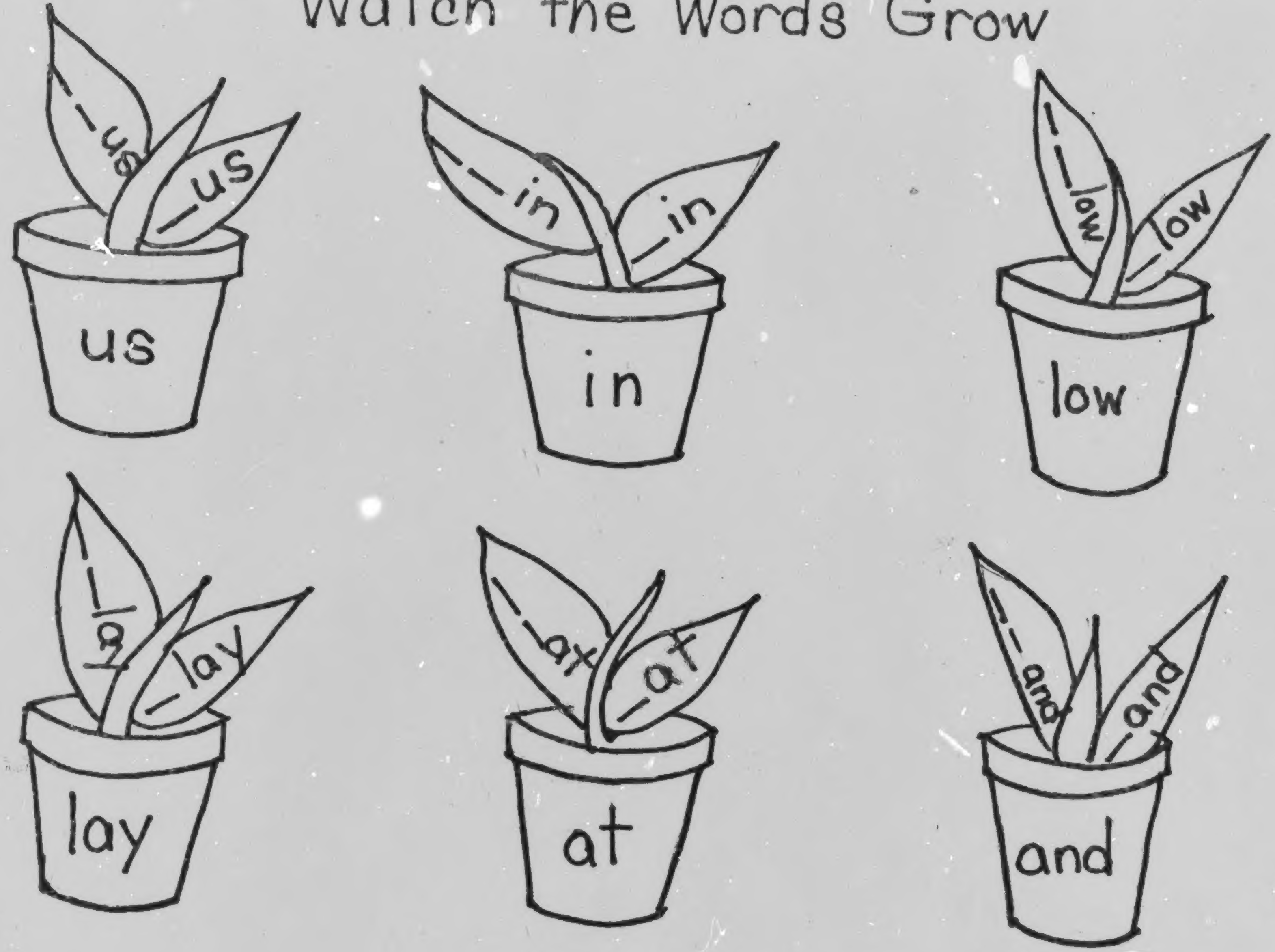
grand
land
and

below
blow
low

relay
slay
lay

2. Give the children a copy of the activity sheet and have them make new words by changing the first letter.

Watch the Words Grow


__us
__us
us
__in
__in
in
__low
__low
low
__lay
__lay
lay
__at
__at
at
__and
__and
and

Watch the Words Grow

__ __us
_us
us

__ __at
_at
at

__ __in
_in
in

__ __and
_and
and

__ __low
_low
low

__ __ay
_ay
lay

Make New Words

Easy as:

1	2	3
best	_est	_est
lamp	_amp	_amp
jump	_ump	_ump
cake	_ake	_ake

dog	_og	_og
bring	_ring	_ring
tied	_ied	_ied
pill	_ill	_ill

SPELLING HOP, SKIP AND JUMP

Purpose: To practice spelling.

1. Give each student the following chart.

n	m	o	[illegible]	a	b	r	i	x
e	t	r	u	c	o	q	t	o
j	d	i	f	o	h	p	e	y
l	i	t	r	g	a	i	o	a
p	o	m	a	s	a	t	y	p
v	K	w	h	i	e	m	o	u
h	e	y	i	t	n	o	e	s
o	u	e	r	z	u	r	t	l
b	p	m	d	i	p	t	h	e

2. Direct the children to draw lines from one letter to another to spell words. Lines may not cross a letter unless the letter is part of the word.

Hop, Skip and Jump

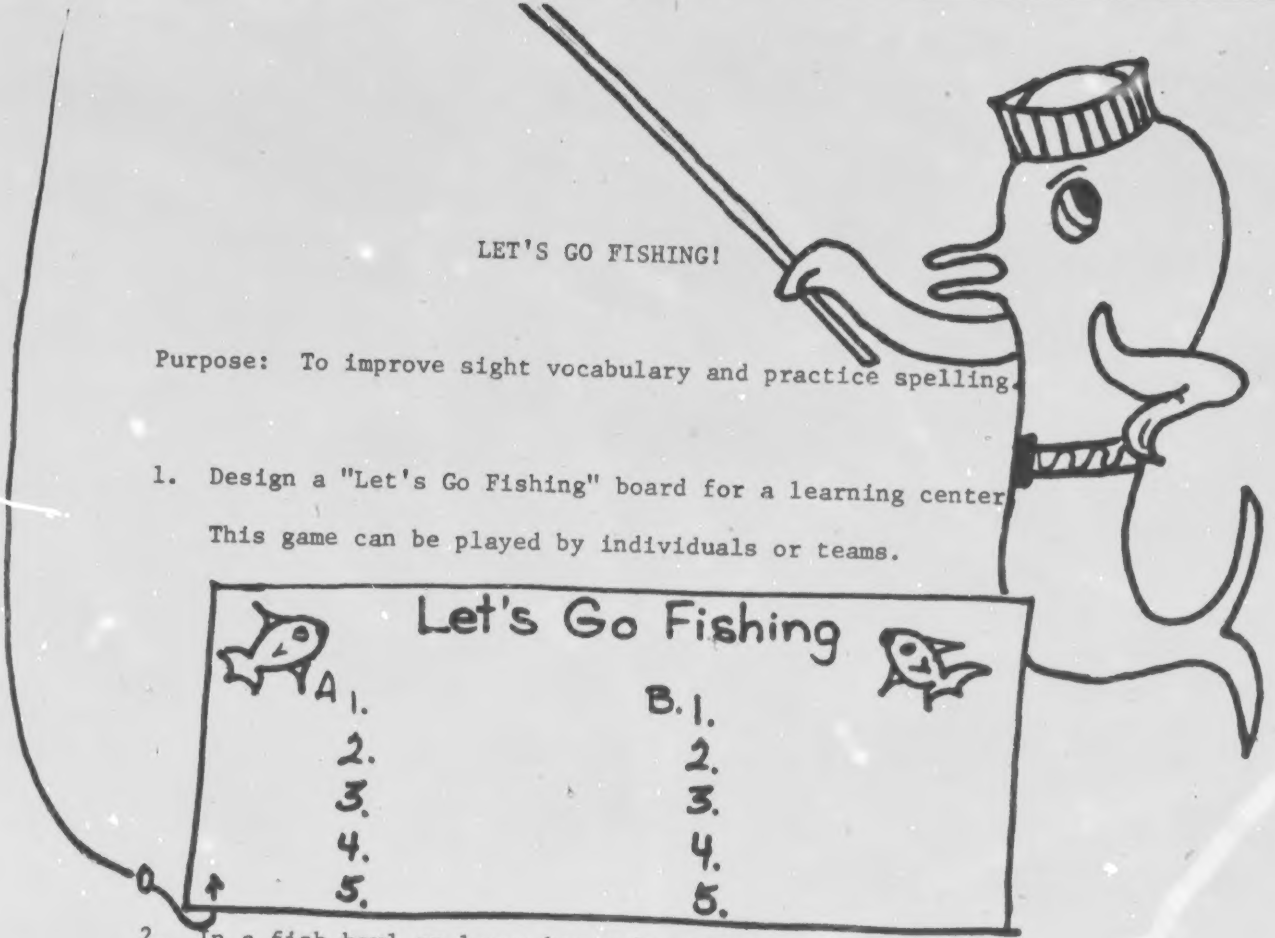
Draw lines from one letter to another to spell words. Lines may not cross a letter unless the letter is part of the word.

n	m	o	y	a	b	r	l	x
e	t	r	u	c	o	q	t	o
j	d	i	f	o	h	p	e	y
l	i	t	r	g	a	i	o	a
p	o	m	a	s	a	t	y	p
v	k	w	h	i	e	m	o	u
h	e	y	l	t	n	o	e	s
o	u	e	r	z	u	r	t	l
b	p	m	d	i	p	t	h	e

LET'S GO FISHING!

Purpose: To improve sight vocabulary and practice spelling.

1. Design a "Let's Go Fishing" board for a learning center. This game can be played by individuals or teams.



2. In a fish bowl or large box, place words written on 3 x 5" cards that are numbered. On one side spell the word correctly and on the other side misspell it. Place a steel hairpin or paper clip on each one. Make a fishing pole out of a stick with string tied on it and a magnet on the string.

3. Let the children take turns fishing for words. When they pull up their "fish," the child must be able to tell if the word is spelled correctly or incorrectly and then use it in a sentence. The correct spelling can be put on the back of the board or a copy kept at the teacher's desk. If they are correct attach the fish to the board on their side. Make slits in the cardboard and use the paper clip to attach the fish. The list of words could change every week.

WHO-O-O-O CAN FIND THE MEANING?

Purpose: To identify word meanings

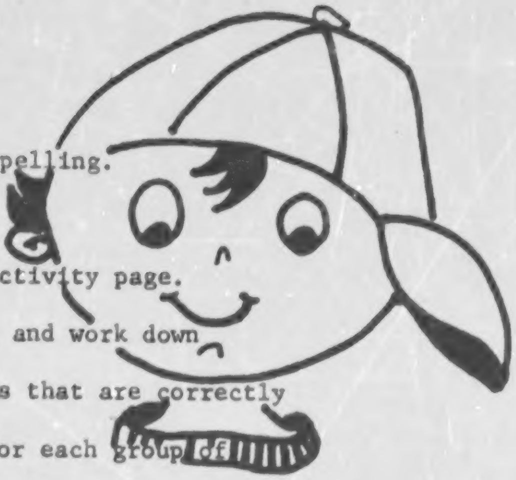
1. Place diagram on the board; using words to fit your needs and grade level.

pillow	differ	season	nonsense
trail	promise	rate	conclude
rapid	disturb	offer	thirsty
moment	discover	allow	combine

2. Hand students a copy of next page and have them copy the words from the board mixing them differently than your copy. Using markers (bottle caps, corn, etc.) The children mark each word as you give the definition. When 4 squares are marked in a row - the child calls out - Definitions!

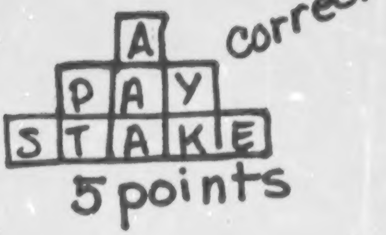
3. Alternate method: dictate words to be used so that spelling becomes involved. To win the words must be correctly spelled.

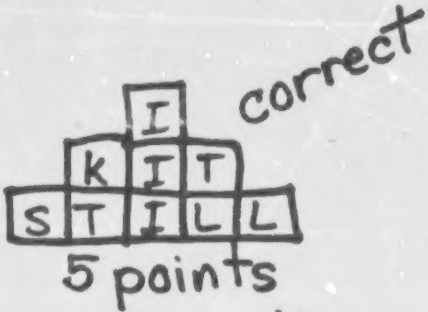
SPELLING PUZZLES

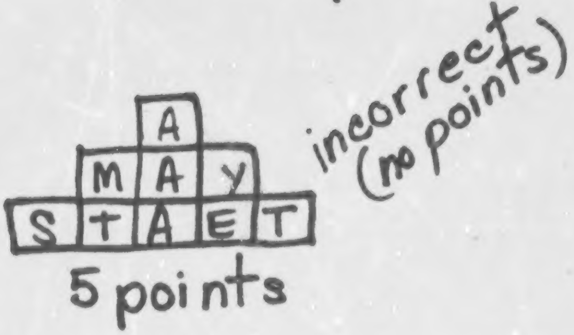


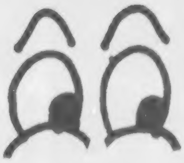
Purpose: To provide practice in spelling.

1. Give the children a copy of the activity page. Instruct them to start at the top and work down filling in the boxes to make words that are correctly spelled. Points can be awarded for each group of words correctly done.


A
PAY
STAKE
correct
5 points

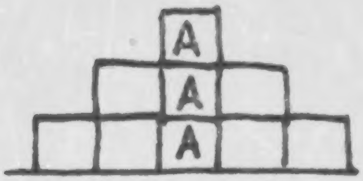

I
KIT
STILL
correct
5 points


A
MAY
STAET
incorrect (no points)
5 points

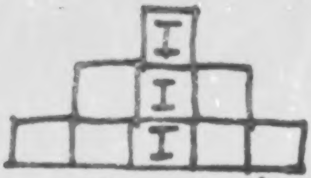


Have a place reserved on the blackboard for words you may use for creative writing.

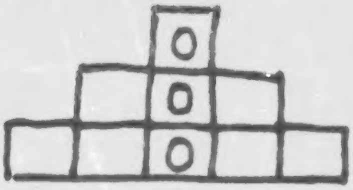
Spelling Puzzles



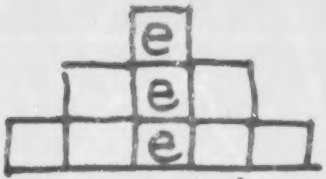
5 points



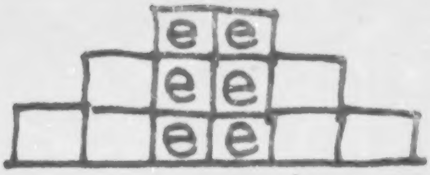
5 points



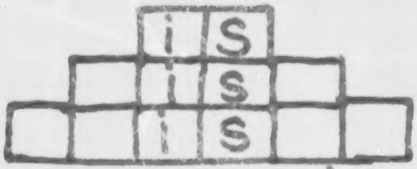
5 points



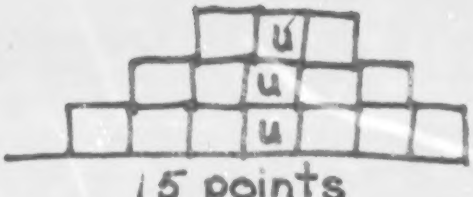
5 points



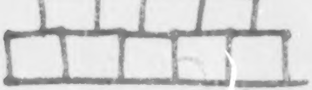
10 points



10 points

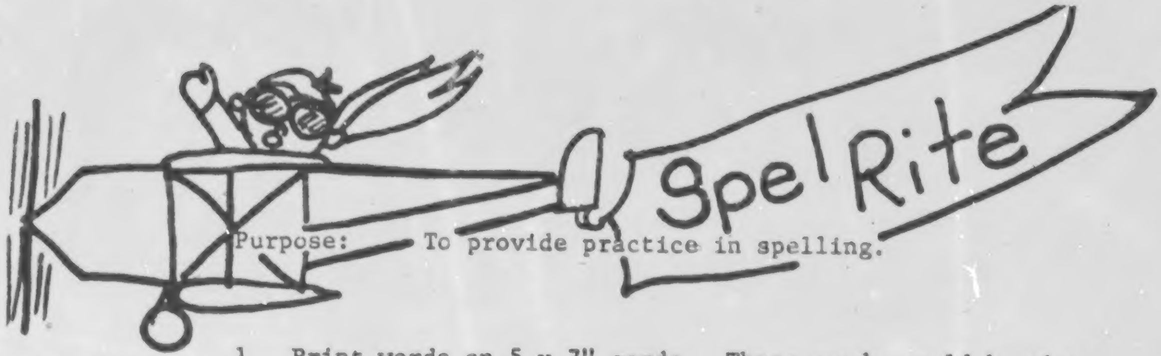


15 points



10 points

total points ________



Purpose: To provide practice in spelling.

1. Print words on 5 x 7" cards. These words could be the weekly spelling list, vocabulary words, science or social studies words.

2. Select one student to be the leader. Have the rest of the class form a circle on the floor. The leader chooses a student and places the card over his head. The leader then calls on other class members to make up sentences or riddles about the word on the card.

For example:

Rock

_________ the baby.

The _________ went through the window.

What is hard, can have different shapes and be thrown?

3. The "guesser" must tell what the word is and spell it correctly. The student who gave him the clue that enabled him to guess the word gets to be the "guesser." The "guesser" then becomes the leader.

DETECTIVES AT WORK!!

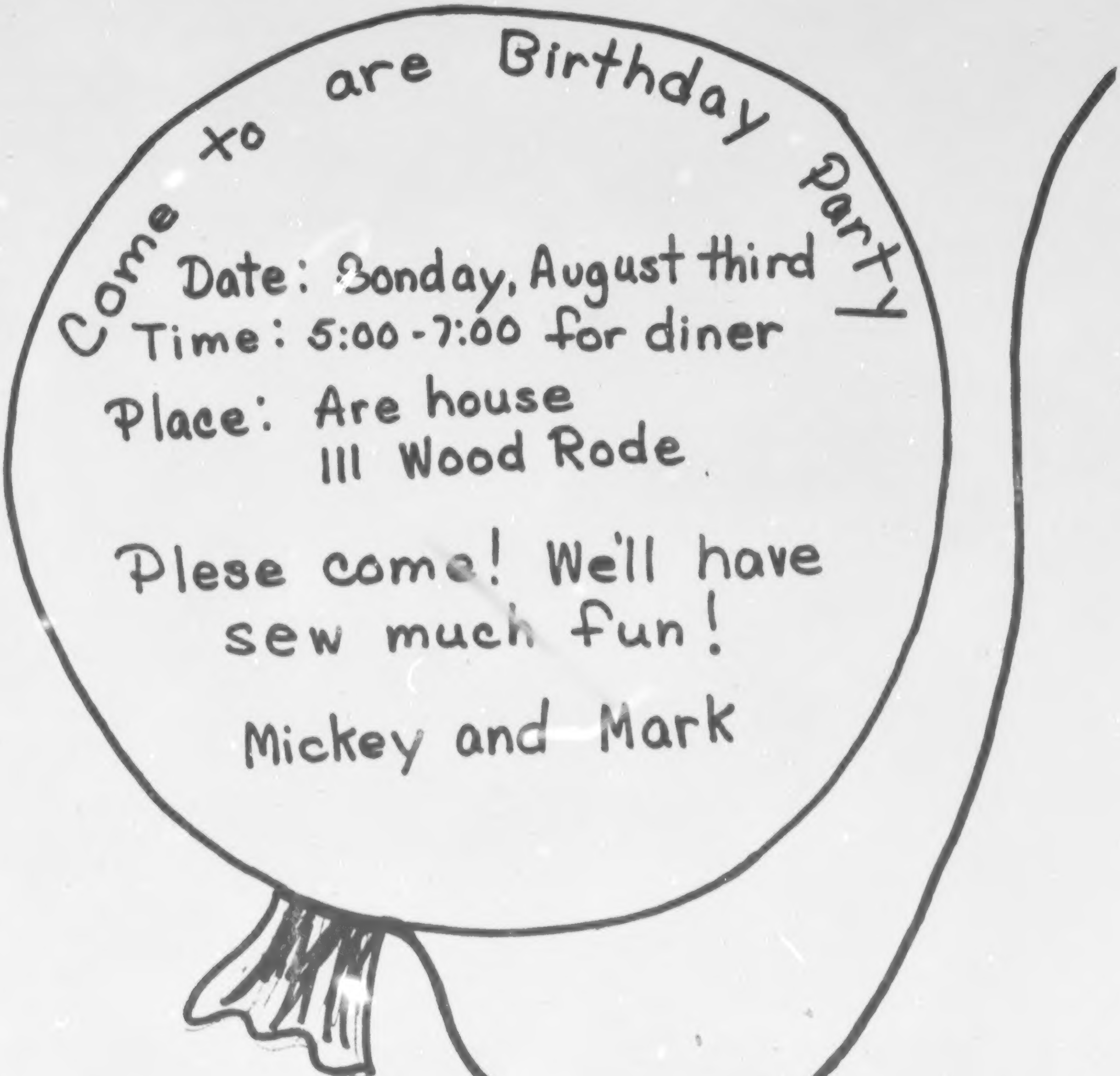
Purpose: To teach children to watch for misspelled words.

Directions: Section off the chalkboard into four parts. Divide children into four groups. Four students from the intermediate grades may be recruited to serve as leaders for the groups. (The teacher gives each leader a different group of ten words that the children have studied previously.) Each leader pronounces the words for his group. The first child goes to the board, his leader pronounces a word and he writes it. If the first word is misspelled the second child may correct it before he writes his word. Each child has the option of correcting any of the words before he writes his own. The group that finishes first and has the most correct words wins. The word lists can be exchanged and a new game started.

dere
eny
Thay

CATCH THE ERRORS!

Mickey and Mark's birthday is on Saturday and all the invitations that they made themselves are ready to be sent out. Mother just happened to look at one and said, "Oh no!" Why do you think mother said that? Can you help them?



Come to are Birthday Party

Date: Sonday, August third
Time: 5:00 - 7:00 for diner
Place: Are house
111 Wood Rode

Plese come! We'll have sew much fun!

Mickey and Mark

Directions: In the second paragraph find the omitted letters. There are five errors.

OMITTED LETTERS

SOLVING MYSTERY NUMBER TWO

Mike fell asleep wile waching "Lost in Space." He dreamed he was an astronaut getting ready to make the first space walk. Leving the spaceship, he saw something runing. Just as he was about to catch it, he triped. As he was rolling off the moon he yelled, "HELP!" Mike suddenly woke up on the floor. Sadly he realized he had missed the end of "Lost in Space."

Purpose: To make children more aware of correct spelling and to proof-read their own work.

Directions: In the first paragraph find the misplaced letters. There are seven errors. Write an ending for the story.

MISPLACED LETTERS

SOLVING MYSTERY NUMBER ONE

Billy had coem home from school starved to daeth. He decided to fix a peanickle sandwich, using braed, peanut butter and pickles. After his sandwich was finished, he left it on the tabel. He ran to get his ball and bat. Draggy, the freindly dragon, had coem to the kitchen window to look for Billy. Seeing no one around he snatched Billy's sandwich. When Billy caem back to get his sandwich, it was no where to be found. He was still hungry and the mystery wasn't solved.

1. Let the children tape record their original sentences. Have other children play back the tape and write down the sentences from dictation. Spelling, capitals, and punctuation, can be stressed if so desired.

2. Have the children write a paragraph on anything they choose. Let them exchange their stories with someone in the room and let him rewrite the paragraph using antonyms. Display the stories with illustrations on a bulletin board - The Negative Ones.

3. Ask the children to bring a wrapped, "white elephant" from home. The only limitation on content might be - nothing alive. After giving the children time to guess and write the description of the object on paper, let the owner open his package to see who was right and wrong.

APPENDIX S

STRATEGIES
FOR
CREATIVE LANGUAGE INSTRUCTION

Ferguson-Florissant School District
655 January Avenue
St. Louis County, Missouri 63135

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By

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INTRODUCTION

The fundamental objective of the language arts program is to develop appropriate and effective communication. Specific communication objectives are listed in this guide under five areas: perceiving, listening, speaking, reading, and writing. The objectives are regarded as tentative - to be tested, accepted, rejected, or modified. Each objective covers three developmental stages of growth: 1) early childhood (age 4 to approximately age 7); 2) middle childhood (age 8 to approximately age 12); and 3) adolescense (age 13 to maturity). The coding following each objective attempts to designate emphasis according to age group. A series of dots (. . . .) signals that the objective receives little emphasis; a crosshatching (xxxxx) signals that the objective receives some emphasis; a line (_____) indicates that the objective receives strong emphasis; a white space suggests that the objective may be "not applicable here". Ultimately, of course, objectives are best specified for individual children. Since such information is elusive, submitted here are goals hypothesized to be foundational to the effective functioning of all human beings.

Because perception usually precedes expression - "intake" before "output" - the objectives have been organized in the audiolingual sequence. Perhaps it is not realistic to claim a "sequential and developmental" program in the language arts, but there is at least one dimension of the "developmental" in the organization of the goals. They proceed from those of the consumer - assimilative, to those of the producer - creative.

This is a book of strategies and ideas for achieving the objectives. The learning experiences which are listed in one area will strengthen and reinforce the skills in other categories. Most of the activities are geared to intermediate children, but the objectives and general techniques apply to all levels of learning. The techniques stress imaginative, creative approaches to the study of English. These guidelines can assist you in creating an exciting, provocative new image for the study of language arts.

SELECTED OBJECTIVES IN THE ENGLISH LANGUAGE ARTS*

1.	PERCEIVING	Early Childhood	Middle Childhood	Later Childhood
1.1	To develop an awareness of self - physically, emotionally, socially; to perceive oneself as an individual person.			
1.2	To perceive such sensory appeals as those emanating from color, design, artifacts, photography, painting, sculpture, music, dance, drama, poetry, stories . . .			
1.3	To perceive the advantages of taking criticism graciously			
1.4	To perceive certain characteristics of the mass media - for example, the immediate and the graphic; perspective; opportunities for vicarious travel in time and space; to become aware of what one medium can do that another cannot do	xxxxxxxxxxxx		
1.5	To perceive that a communication is a transaction that requires at least (1) sender, (2) message, and (3) receiver	. . . . . .	xxxxxx	
1.6	To perceive when the sender is (1) informing, or (2) entertaining, or (3) convincing, or (4) persuading - i.e., moving to action, or (5) inspiring - i.e., elevating the perceiver's feelings, or (6) expressing his own feelings, or (7) doing a combination of the above	. . . . . .	xxxxxxxxx	
1.7	To understand that a large part of the message is the medium and manner in which it is transmitted; that not only what is said but also the way it is said (tone of voice, gestures, musical accompaniment, photographic background) influences the receiver's thoughts and actions.	xxxxxxxxxxxxxxxxxxx		

*Endres, Mary, Lamb, Pose, and Lazarus, R. Selected Objectives in the English Language Arts. Elementary English, April 1969.

Early Childhood | Middle Childhood | Later Childhood

1.8 To recognize differences between selective representations (art) and the non-selective (reports, candid shots) xxxxxxxxxxxxxxxxxxx______________

1.9 To perceive motivations behind emotional appeals on billboards, radio, television, etc.; to be able to identify rationalizations and double-talk . . . . xxxxxxxxxx________

1.10 To develop sensitivity to the freedoms concomitant with independence of thought; to be open to a variety of views before deciding what one accepts or rejects xxxxxxxxxxxxxxx__________________

2. LISTENING

2.1 To enjoy listening to sounds around us; songs of birds, children's voices, whirr of toys, tones of musical instruments, bells, sounds of animals, rustle of leaves, etc. ____

2.2 To enjoy listening to jingles, nursery rhymes, stories, and personal experiences ____

2.3 To enjoy hearing legends, myths, and folklore xxxxxxxxxxxx_________________________

2.4 To become aware of how inter[illegible]ing words can be - words which rhyme, which are fun to say, which describe, which are "big" xxxxxxxxxxxxxxxxxxxxxxxxx__________

2.5 To listen to other's ideas with an open mind and to extend to others the courtesies in listening which one expects when speaking xxxxxxx______________________________

2.6 To acquire facts accurately and with reasonable ease when they are communicated through speech . . . . .xxxxx____________

		Early Childhood	Middle Childhood	Later Childhood
2.7	To acquire skills of critical listening; i.e., listening for ideas and supporting data; to avoid being swayed by propaganda		xxxxxxxxxxxxx	________
2.8	To select from listening experiences the ideas which are of significance to the problem at hand, and to tune out the extraneous		xxxxxxxxxxxxx	________
2.9	To change one's own behavior (decision-making, acquisition of concepts, attitudes towards individuals or groups) as a result of effective listening	. . . .	.xxxxxxxxxxxx	________
2.10	To develop ability to select the level of listening (marginal, appreciative, attentive, critical) appropriate to a given situation and to flexibly apply these different skills implied by the levels involved.		xxxxxx	________
2.11	To react sensitively to poetry and prose; to develop aesthetic taste	________	________	________
2.12	To be silent occasionally and to know when to be silent; to realize the values of listening rather than speaking		xxxxxxxxxx	________
2.13	To be able to decode manner or mode as well as content of a message (e.g., humor, sarcasm, romance, tragedy, etc.)	. . . .	xxxxxxxxxxxxxxxx	________
2.14	To be able to identify the language devices used by advertisers in making his appeals - e.g., slogans, jingles, repetition, tone of voice, loaded words, analogy, association of images and status symbols, etc.	. . . .	xxxxxxxxxx	________
2.16	To cultivate a balanced media diet; to develop criteria for tuning in or out	________	________	________

		Early Childhood	Middle Childhood	Later Childhood
3.	SPEAKING			
3.1	To speak spontaneously and easily with others; to speak freely when there is something significant to be said	________	________	________
3.2	To enunciate clearly distinguishable phonemes; to project and modulate appropriately	________	xxxxxxxxxxx	xxxxxxxxxxx
3.3	To express observations; experiences; and feelings	________	________	________
3.4	To take part in an informal exchange of ideas with others; to consult with others in formulating plans		 xxxxx	________
3.5	To question as a way of learning	________	________	________
3.6	To express one's self or to express one's interpretations in play acting, story telling, poetry reading	xxxxxxxxxxxxxxxxx	________	________
3.7	To make effective use of pitch, stress, facial expression, and gesture in order to make one's speech more interesting		. . . xxxxx	________
3.8	To acquire the ability to present facts, ideas, and concepts in an organized manner		 xxxxxxx	________
3.9	To apply the conventions of general American-English usage, put to use whatever functional variety of language is appropriate to the occasion	xxxxxxxxxxxxxxxxxx		________
3.10	To recognize the dynamic quality of language; to sense that word meanings change and evolve and are determined by the needs of people		xxxxx ________	________
4.	READING			
4.1	To enjoy looking at picture books	________	. . . . .	. . . .
4.2	To understand that a printed word represents not only spoken sounds but also lexical meaning	. . . .	xxxxxxxxxxx	________

Early Childhood   Middle Childhood   Later Childhood

4.3 To be aware of similarities and differences in reading and speaking (Reading is "talk written down" but the author follows certain restrictive conventions and lacks the meaning aids of pitch, stress, gesture, and facial expression available to speakers)

. . . xxxxx______

4.4 To recognize the nature of meanings of what is read; to make of reading a question-asking, problem-solving process

. . . . xxxxxxxxxxxx__________

4.5 To read orally with evidence that one identifies with and understands the material, character motivations, emotional content, etc.

. . . . . xxxxxxxxxxxxx________

4.6 To expand one's recognition-vocabulary in quantity and quality

. . . . xxxxxxxxxx____________

4.7 To realize that language SUGGESTS more than it says

. . . xxxx____________________

4.8 To read (silently) with ease, fluency, and appropriate speed for related subject areas

. . . xxxxxxxxxx______

4.9 To value the literary tradition of one's culture; to be able to identify folklore and allusions

. . . . ____________

4.10 To develop (i.e., appropriately change) one's beliefs, attitudes, and concepts on the basis of rich and varied reading experiences

. . . . . . xxxxxxxxxx__________

4.11 To read habitually and to cherish reading - to see its value as a leisure-time activity

. . . xxxxxxx__________

4.12 To transfer skills developed in one field of reading to related fields

. . . . xxxxxxxx________

4.13 To assess one's reading ability and engage in self-directed activities for reading improvement

____

	Early Childhood	Middle Childhood	Later Childhood
4.14 To apply, in reading, certain techniques of critical listening; to distinguish between report and propaganda; between less slanted and more slanted news	. . . .	.xxxxx..xx___	________
4.15 To be able to identify a statement of fact, a statement of opinion, and the elements of a mixture	. . . .	.xxxxxxxxxxxx	______
4.16 To gain skills in critically comparing editorials		xxxxxxxxxxxx	______
4.17 To gain skills in critically comparing reports of a news item in at least two different newspapers, examining emphases created by (1) amounts of space alloted, (2) positions within the newspaper - i.e., front page, middle, back page, etc., (3) omissions		xxxxxxxxxx	xxxxx___
4.18 To examine assumptions and implications of advertisements; to examine whether the sign or symbol associated with a product really says anything about the product itself	. . . . .	________	________

5. WRITING

	Early Childhood	Middle Childhood	Later Childhood
5.1 To produce written signs and symbols with a sense of exploration and discovery	xxxxxxx___	________	________
5.2 To take pride in producing neat, legible manuscript and cursive writing	xxxxxxx___	________	________
5.3 To accept responsibility for spelling correctly in order to communicate more effectively; to make use of the various aids to spelling, including one's own mnemonics; to consult the dictionary; to spell correctly in whatever subject		xxxxxx	________

		Early Childhood	Middle Childhood	Later Childhood
5.4	To improve the quality and precision of one's written vocabulary		xxxxxxxxx	________
5.5	To grow in the ability to use conventions in both formal and informal communication		xxxxxxxx	________
5.6	To develop increasing objectivity in revising one's written work		________	________
5.7	To develop an awareness of writing-styles and to improve one's own writing as a result of continuous exposure to literature	. . .	xxxxxxxxxxx	________
5.8	To be able tc encode manner(s) appropriate to message(s); to contribute creatively to class posters, newspapers, skits, etc.	. . . .	xxxxxxxx	________
5.9	To enjoy writing prose and verse; to enjoy writing various genres and modes (haiku, free verse, stories, fables, skits, friendly letters, etc.)		. . . xxxxxxx	________

The above objectives are used in this guide with the full permission of the writers who formulated them.

1. PERCEIVING

1.1 To develop an awareness of self - physically, emotionally, socially, to perceive oneself as an individual person.

- Puppets can be used in many ways to help children develop good speaking habits. They can be used to carry on conversations, practice correct word usage and create characterizations. Many times children will invent a puppet to help him solve a life problem with which he is closely identified.

  Construction of puppets should be kept simple, as the concern is with language development. Simple, but effective, puppet heads can be made from:

  Faces cut from magazines mounted on cardboard for stiffness.
  Styrofoam balls with features and hair pinned on.
  Toe of a sock stuffed with cotton or small rag.
  Layers of paper glued and dried over an orange or ball.
  Wooden spoons (faces painted on back of spoon).
  Paper bags (stuffed with newspaper, add features).
  Paper plates (glued to sticks; add hair, features).
  Squares of cloth tied in knots for head and two hands. (1.5) (1.7)

- Put a provocative statement, a quotation, a sentence from the paper, etc., on the board. Allow ten minutes or so for the children to think about the statement and to perhaps jot down some ideas. When most are finished, allow the children to take turns expressing their feelings and thoughts, without consequences, or moralizing. (1.12)

- Voting Questions: Suggest to the children that their responses to these questions will vary. One student may raise his hand hardly at all, another may wave his arm frantically, another may show no response at all. In other words, each child is to select his own method of showing great approval, little approval, etc. The actual questions normally cover one or all of the following areas: money/friendship; religion/morals; family, leisure, politics/social organization; character traits/maturity. After a few experiences, children will enjoy working individually or together in making lists of their own.

  Example questions: How many are an only child?
  How many would keep a dollar found on the playground?
  How many see their father enough?
  How many have thought about the war in Vietnam? (1.12)

*Numerals in parentheses refer to additional objective(s) which the activity may assist in achieving.

- Proud Whip: Ask children to bring in at various times, something that they are proud of, or ask if anyone did something recently that they are really proud of. Allow them to show the object and tell about it or to just talk. (1.12)

- Positive Focus Game: Trains the student to hear the speaker out (all the way through) and also helps the individual to clarify his feelings.

Starters:
I feel good when people . . . .
I feel bad when people . . . .
I trust those who . . . .
I enjoy . . . .
I would like to be . . . .
My favorite color . . . .

- Rank Order: An opportunity to practice value decisions in the absense of any consequences. After the teacher has introduced the game, the children too, can make up the choices. Each child would write down three alternative choices, usually related to one or more of the value areas: money/friendship; religion/morals; family, leisure, politics/ social organization; character traits/ maturity. One child volunteers to read his list. Each group member arranges these in order of preference. Children read their choices and explain why they made them. At any time a person may choose not to read his list, or read his list and choose not explain why. This is accomplished by simply declaring "I pass". Avoid repetitious responses such as "same as before". It's usually better to have each person read his list.

Examples:
Which would you rather be: wealthy, intelligent, respected.
Which would you rather do: watch T.V., go to a party, study.
Which would you rather be: listless, flighty, uncertain.
Which would you rather be: movie star, teacher, president.

- Interviews: One student in the class volunteers to be interviewed: other students in the class are then allowed to ask him questions about himself. He should answer truthfully or say "I pass". The teacher might be the first volunteer. Interviewee may stop interview at any time. Other class members can then volunteer to be interviewed. (1.12)

- Perceiving oneself as an individual within a social environment - the groups to which one belongs influence how he perceives and reacts. The groups may be voluntary or involuntary.

Have the students tell to what voluntary or involuntary groups they belong. You might write some categories on the board to stimulate further thought.

INVOLUNTARY

Color of eyes
Color of hair
Color of skin
Height
Health
Strength

Nationality
Birthday
Birthplace
Family
Sex
Weight

VOLUNTARY

Occupation
Social Organizations

Religious Groups
Interest Groups

Discuss which physical characteristics might affect the way you perceive the world and how you react to people and things. Have the class write down some other ideas they can think of and discuss.

Discuss how members of specific voluntary groups act and what they do. Have the class think of various situations in which a member of such a group might react in a different way than a non-member, i.e., how might a boy scout act on discovering a fire.

Ask how might you react to these questions? List some situations which would illustrate the concept of variance of perception due to group membership. For example, being involved in an automobile accident. or being lost in a large city. Have the class create a person who belongs to certain voluntary and involuntary groups and predict his actions or feelings in various situations.

- To show how differently we perceive; show to the class an action picture involving people. Hold it up just long enough for all to look at briefly. Have each child write what they saw and then share their views when all are finished. Discuss the differences and why the class thinks there are differences. (1.6)

- To show how we react individually; set up a real incident using students or teacher. The group should not be aware that the incident is staged or the reactions will not be spontaneous.

Examples: Two students enter the room for some purpose previously established. They have an argument of some kind while they are in the room and then leave. Have the students write what happened and how they felt.

Tape an argument that really doesn't tell why it started, but just hints. Let the class tell what they think happened and why.

Have an argument go on outside the door between two people. Have students write about what they heard and how they felt about it.

Discuss the results of the writing stressing that as individuals we see and hear in different ways.

- To show that we react according to our own identity · have several pictures or a list of incidents or situations. Discuss or show how different people would react.

Examples: It's snowing on Christmas Eve. How would each of these people react?

A boy who expects a sled from Santa.
A girl who expects roller skates from Santa.
A family starting on a trip to the country where the roads aren't paved. (The family members might not react the same.)
A man is driving back from a business trip that wants to get home to trim the tree.

Allow students to make up their own situations.

- To show that we as individuals have many identities; discuss questions such as the following:

Who are you?
Are you the same at home and at schools?
Were you the same person last year as you are now?
Are you the same this week as last?
Who do you think you'll be next year?

Have the students write a list of the various "roles" that they think they play. Then compare and discuss if each one sees himself as he appears to others.

OR

Have them list the roles they play and see which ones they like the best and how each role differs from the others.

- To show that you have a social self: Let students choose a partner. Each writes a description of the other child and of himself; the way he looks, acts with others, reacts to situations, etc., and then compare the descriptions. Allow the group to talk about differences in how they appear to themselves and how they appear to others. Why the differences? Does this difference create some social problems? How can these problems be lived with? (1.12)

- To show that we react emotionally in many ways: Give out slips of paper with emotional situations and have students either write, state orally, or pantomime how they would react.

- Have each child write or say orally the last time they were really emotional over something that happened and how they reacted. Let the group discuss the reactions. (1.12)

- To show how our physical make up affects our lives: Pose some situations to the group and ask how they think such a person would behave and feel.

Examples: A very small girl is trying to catch her kitten who has jumped on a high fence.

A very tall man must stand up on a bus ride downtown.

A very elderly lady has just had her hat blown down the street by a gust of wind.

A very short boy has a tall sister.

A very tall girl has a short brother.

A husband has a tall wife.

Let the children imagine other situations in which physical characteristics might cause us to see things in a certain way.

1. PERCEIVING

1.2 To perceive such sensory appeals as those emanating from color, design, artifacts, photography, painting, sculpture, music, dance, drama, poetry, stories . . . .

- To show that our senses are stimulated by many things in our environment:

Have students divide into groups and list some things for which they have used their senses to perceive today. Share their experiences.

Show a series of pictures and see how many senses the children think would be used if they were in the picture.

Read passages from some children's literature books and poetry that have vivid descriptions. Let the children imagine what senses would be stimulated by the words.

Bring to class objects that cause a negative or positive reaction of the senses. Display and discuss both kinds of reactions.

Let children bring in their favorite object and describe how it appeals to one or more of the five senses.

Let the class listen to music and relate it to senses other than hearing. Allow them to use their own records as well as school records. For example, what do you see when you hear the drums in this music?

Hold up sheets of construction paper of different colors or say a color name and have the children give the first word that comes to their minds. Discuss different responses and what the children think accounts for them.

Let children listen to short passages from various records and give the color each thinks of as the music is played.

Find passages in children's literature books, and poetry that use color words. Read to the class and discuss why the students think the author used those colors.

- After an art lesson in design or painting allow the children to discuss how the designs appeal to their senses. Ask them how it would feel to the touch, what sounds would it make, how it makes them feel, etc.

- If possible, make a display of sculpture and let the class explore through the sense of touch. Discuss how each feels to them. This might be a lead-up to making their own sculpture in a form that they like to feel and touch.

- Using a book of photographs (Edward Steichen, Family of Man) discuss the appeal to the senses that the photographs create.

- Have children bring Rock and Roll records. Have the class choose one record that they would like to present in a "Sensory Happening". They should plan to use devices that stimulate sensory response, such as lighting effects, additional sound effects, moving streamers of paper, and any other sensory effects.

- Discuss a play or drama with the idea of discovering the author's use of setting, lighting, costumes, and dialogue in order to create sensory response. Allow the children to create their own settings, lightings, costumes, or dialogue that includes similar sensory appeals. This can be on paper, a model or a full size representation.

1. PERCEIVING

1.3 To perceive the advantages of taking criticism graciously.

- Contests with student judges sensitize the judging students as well as those judged. The best points are stressed with constructive criticism for the weak ones.

- In a presentation of any kind, have only three students evaluate. These three serve as critics and the rest of the class is observant not only of the presentation, but also the abilities of the critics.

- Develop a program of self-evaluation by having students evaluate their own work whenever possible (both orally and in writing). They should tell precisely where the work or project can be improved - not just say it is good or bad.

- Set up criteria for good reporting, project or committee work. Let children have a copy of the evaluation standards before reports are to be given. Children evaluate each report and must give some constructive suggestions for improvement. No names are necessary. The results can be summarized and presented to the group. General discussion of the reports should be made so that new ideas for improvement can be developed.

- Have the class make a list of people that they know must accept criticism. Discuss the idea that even though they are criticized, they go on and many times improve themselves because of the criticism.

Example:
President of the United States
Principal of a school
Secretary
Doctors
Astronauts
Family members

1. PERCEIVING

1.4 To perceive certain characteristics of the mass media - for example, the immediate and graphic; perspective; opportunities for vicarious travel in time and space; to become aware of what one medium can do that another cannot do.

- Record poetry to accompany a group of illustrative slides from a parent or teacher collection. Students who have access to a camera might develop a series specifically for use with certain titles which they enjoy. (1.6)

- Blending music with words helps children to put feeling into words.

  Example: With music playing in the background have children record:

  Poems they like.
  Stories they have written
  Selections from their reading
  Their feelings and ideas about any chosen subject - The saddest thing in the world, the loudest thing, the ugliest thing, their favorite thing, etc. (1.6)

- "Mike" technique: Lower grades can use a pseudomicrophone and the upper grades could use the school amplifier. Creative stories, book reviews, or reports make excellent topics and, if written ahead of time, allow full stress on the oral delivery.

  A quiz program utilizing any subject matter, review material being best, is a fine use of the "mike" technique. (1.7) (1.6)

- Use pictures with an unusual twist. Ask questions such as, "What happened?", "How could this have been avoided?", "What happened before or after this picture was taken?", or "Who was responsible for this?" This will stimulate children to explore their feelings and search for expressive words.

- Place a list of media on the board:

  photograph
  dance
  speech
  phonograph record
  church bells
  a letter
  a book
  a gesture
  an action
  a fog horn
  telegraph key
  a song
  a filmstrip
  bulletin board
  radio

Have students discuss how each is used to send messages and what kind of message is appropriate for each. Let the class expand the list. (1.6)

- To show the students that they use a variety of media in their daily lives, have them keep a list of the media they use on a given day. Tell them to be alert to uses of all the media. (1.6)

- To explore the relationship between medium and message, have the students tell how they would convey the messages below to the receivers listed. Encourage the students to discuss several media for each message: they should realize that we choose a medium according to the total effect or impact we want to have on the receiver of the message.

Message	Receiver
"I'm sorry I hurt your feelings."	a close friend or family member
"I'm glad to see you."	a friend
"I'm sorry you're sick."	a friend who is ill
"I need money!".	family member
The earth rotates around the sun, and as it is rotating, it revolves on its own axis.	a classmate or younger child.
The Taj Mahal is one of the most interesting buildings in the world.	the class

(1.6)

- To stimulate thinking about the relationship between medium and message, have the students discuss the following statement: The medium used to communicate a message can often affect the total impact or effect of the message. Before the discussion, the students can examine the specific situations suggested here:

a. How does the experience of reading a book differ from the the experience of watching a stage, TV, or movie version of the book?

b. In what way does hearing about an event differ from seeing it in person, in photographs, or on TV?

c. In what ways can such media as TV, radio, and newspapers affect events? (1.6)

- During a week make a list of all of the places that the children view or hear of in television, radio, newspaper, films, etc. They can also list the different times that they are exposed to them. The teacher can provide some films, filmstrips, etc. of some historical events during this week. Discuss what wide experiences they have gained by the various media in this world of today. (1.6)

- To be aware that mass media has certain characteristics; discuss the advantages and disadvantages of each media. Each media can be given to a group of students to be presented to the class: television, books, films, tape recordings, filmstrips, movies, live theatre, concerts, musicals, records, etc. After each group presents their report have the groups decide if any media can be combined to create a better effect.

  Example: records and filmstrips
  tape recorder and filmstrips
  musical background to readings (1.6)

- Notebooks can be kept with sections for each media. Pictures from magazines can illustrate the media and information concerning each should be included. Rather than each keeping a notebook, a class notebook might be created. (1.6)

- A media-week might be planned with a different media each week. The teacher and students could gather examples and use each during its week. Bulletin boards could be kept illustrating the characteristics of each.

  Example: Newspaper Week - discuss history of newspaper, various purposes, uses in classroom, effects on readers. (1.6)

- Resource people who deal in various media may be invited to speak to the class to talk about the contribution and purpose of a specific media. (1.6)

- Students should choose a media or combine two or more, plan a message best suited for the characteristics of the media and present to the class.

Examples: Newspaper: visual, graphic, black and white, spacial limits.
Radio: auditory, depends on voice quality, uses only words therefore, word choice important.
TV: visual and auditory, movement, pictorial.

- To show characteristics of mass media: Have students develop new media inventions, how they would work, what it would communicate, and how it would affect their lives.

Example: Television/Telephone

Allow students, who would like, to make models of their inventions or make drawings. Collection of these could be taken to other rooms for a demonstration and presentation. (1.6)

- For a period of a month, let the class keep an account of all of the places that they visit through media. Also a record of times and years visited can be charted. (1.6)

1. PERCEIVING

1.5 To perceive that a communication is a transaction that requires at least (1) sender, (2) message, and (3) receiver.

- Older children can tape stories for use in Listening Centers in primary grades. Primary teachers can request specific titles for which upper grade students volunteer.

- To show that in communication there is always a sender, a receiver, and a message: Put three columns on the board - Sender, Receiver, Message. Have on slips of paper in a box situations of communication.

Example: Two boys quarrel over a ball they found. One boy hits the other boy and the one who was hit gives the ball to the other.

You ask your friend a question and shrug of shoulders is the answer.

A doctor writes a research paper and it is published in a medical magazine.

An author writes a book and it is in your school library.

You are in Mexico City for the 1968 Olympics, but you don't speak Spanish. You've cut your hand and you see a sign that is a circle with a red cross.

You want to invite your friend to a party and you call him on the telephone.

A student picks a paper from the box, reads and fills in the columns with the correct answer, reads the situation to the class and the class decides if he is right. An extension of this activity could be telling the media. Let the students write more situations to be put into the box and continue the game.

- To show that gestures are communication: Charades or pantomime can be presented. Then explore with the class:

Who were the senders?
Who were the receivers?
What was the message?
What was the media?
Was this code understood?

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- Ask each student to bring the comics page from a newspaper. You may want to bring extra copies for students who do not receive a newspaper in their home. Discuss the following questions with them:

  a. Do some comic strips use pictures more than words? Which ones? How does the greater use of pictures affect you?

  b. Do the funny comic strips differ from the serious comic strips in the way the characters are drawn? In what ways?

  c. How do the funny comic strips make you laugh?

Have the students draw a comic picture to show an emotion, action, etc. Those who wish can draw a strip to make a more complex communication. See if the class can receive the message.

1. PERCEIVING

1.6 To perceive when the sender is (1) performing, or (2) entertaining, or (3) convincing, or (4) persuading - i.e., moving to action, or (5) inspiring - i.e., elevating the perceiver's feelings, or (6) expressing his own feelings, or (7) doing a combination of the above.

- Debating will tax the resourcefulness of students. It is valuable if the concomitant skills of research and outlining are well established. Sufficient time and help should be given students for the preparation of speeches.

- Using newspapers or magazines, have 7 groups of students find examples of each item in this objective. These can be used as a display on a bulletin board or scrap book.

- Have students write a message that intends to do one of the seven kinds of communication. Read it to the class and have them guess to which one it belongs.

- Divide the class into committees and have each committee contribute to a class communication book that will demonstrate the seven types of communication.

1. PERCEIVING

1.7 • To understand that a large part of the message is the medium and manner in which it is transmitted; that not only what is said but also the way it is said (tone of voice, gestures, musical accompaniment, photographic background) influences the receiver's thoughts and actions.

- Match the tone of voice when saying a sentence with various situations. For example, the phrase "Gee, thanks!" would be said differently in each of these two situations: 1) Your parents have just given you the puppy you wanted very much. 2) Your older brother has just given you a torn sweater that is too small for him. (1.6)

- Match personalities with tone and rate of speech. For example, how would each of the following say "Good morning" to a cowpoke named "Dangerous but Decent Dan"?

  a. A little boy who thinks Dan is the greatest man on earth.
  b. A tough cowboy who doesn't think Dan is very dangerous.
  c. A man who borrowed two dollars from Dan a year ago and hasn't paid him back yet.
  d. A beautiful young lady who thinks his name should be "Dangerous, Decent, and Handsome Dan!".

- The teacher can start a story (imaginary) using a particular tone of voice (angry, excited, bored) and call on someone to finish it. If the student finishes in the same tone of voice, discuss why the student did so. If the student changes the tone, ask the class if they noticed a difference or if the story had changed. Let the students get into groups to start and finish stories in various tones of voice.

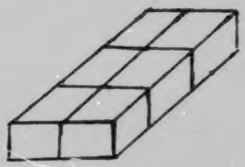
- To show that the way you communicate influences the receiver as well as what you communicate: Read a happy poem with inappropriate background music (Funeral March). Discuss the effect. Read it again with appropriate music. Discuss the effect. (1.6)

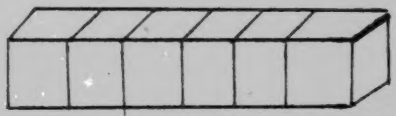
- Discuss how television uses music. Allow the students to experiment when watching television. They can close their eyes and by just listening, see if they can tell what is happening or they can turn off the sound and evaluate the effect. This can be a home assignment and then discussed the next day. (1.6)

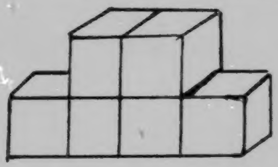
- Have a long-range assignment of watching the various backgrounds or settings of TV programs. Choose a wide variety of programs: news broadcasts, singing, drama, dancing, political speakers, etc. Students could keep a notebook in which they describe what they have observed. After a specified period of time, discuss what they have observed and why they think each background was used. What was the purpose? How does it affect the viewer? (1.6)

- Students could follow up on the above by pretending that they are producers (committees could be used or small groups working together) and decide what kind of program they would like to produce. Decide on a background (setting, music, etc.) and build some kind of model - paint a large picture of the set as it would appear on the television screen. Each should give an explanation of what the producer wants to communicate to the viewer. (1.6)

- A large part of the message is the manner of presentation: Are these illustrations portraying the same number of blocks in each case?







Discuss the answers. The teacher might then have three pieces of six inch long ribbon (one stretched flat, one in a swirl, and one tied in a bow) and ask which piece is longest. Allow the class to demonstrate other examples of presentations that affect receiver's thoughts.

1. PERCEIVING

1.8 To recognize differences between selective representations (art) and the non-selective (reports, candid shots)

- Secure self portraits of well known painters (Picasso, Van Gogh, Dali, Rembrandt). Also find actual photographs of these artists.

  From which pictures can you make any assumptions as to how the artist felt about himself - color, features, background.

  Compare the advantages and disadvantages of each kind of representation.

- Ask children to make factual reports on the subject matter of several art representations brought into the classroom - pictures, sculpture. Compare as to differences.

- Ask children to bring a candid snapshot to school. Can they show that same subject through an art form that will enable the viewer to determine feelings and opinions?

- After children have completed a report, have them express their information in an art form (clay, paint, poetry, drama, etc.) Discuss values of each representation.

1. PERCEIVING

1.9 To perceive motivations behind emotional appeals on billboards, radio, television, etc.; to be able to identify rationalizations and double-talk.

- Have students find testimonial ads that use sports heroes and movie stars to sell products. Refer them to newspapers, magazines, billboards, and TV and radio commercials. After they have had sufficient time to collect several ads, have the students bring them to class. Discuss the following questions with them: What ideas do these ads expect you to associate with sports heroes and movie stars?

- To explore advertising techniques, have the students find out from their family members what brands of the following items they buy, why they buy them, and to what extent advertising affects their buying these brands.

  soap
  car
  television
  toothpaste
  coffee
  hand lotion

- To explore the use of connotation to influence public opinion on public issues, have the students look in newspapers and magazines for editorials on issues that are important to their community, city, state, or the entire nation. Have them bring these articles to class and discuss the language of the articles in terms of connotation.

1. PERCEIVING

1.10 To develop sensitivity to the freedoms concomitant with independence of thought; to be open to a variety of views before deciding what one accepts or rejects.

- Record a pre-arranged argument that didn't get anywhere, a conversation in which there was no meeting of minds, a complete misunderstanding of the other person's point of view. In small groups have the children discuss:

  The ways in which ideas were expressed
  The strong feelings which blocked thought
  The particular words which aroused hostility or caused confusion.

- Our points of view depend upon the groups to which we belong. Help children list all of the groups to which they belong. Example: home, race, church, organizations, nationality, community, interest, and social. Have children discuss points of view that they have developed as members of these groups.

- To explore the idea that different people perceive objects and events differently, show your class a picture or photograph depicting many people or an action. Hold the picture up briefly, for no longer than a minute. Have each student write down what he sees. Then have the students compare and discuss their perceptions of the scene in the picture. See in how many different ways the same scene has been perceived.

2. LISTENING

2.1 To enjoy listening to sounds around us; songs of birds, children's voices, whirr of toys, tones of musical instruments, bells, sounds of animals, rustle of leaves, etc.

- Fold a piece of cardboard to make a screen on a table concealing a number of items. Suggest to children that they number a paper. Call a number and make a sound. Let the children write down what they think it is. Some ideas for sound makers are: pouring water, bouncing a rubber ball, turning an egg beater, crinkling cellophane, snapping an elastic, letting air out of a balloon. (2.10)

- Children may work by two's and think up sounds they can use on the rest of the class. When a group is ready, a few minutes may be used each day to develop listening skills. (2.10)

- Have the children close their eyes and listen to sounds around them, such as: noise from the playground, hallways, noises from the room, etc.

- Have children catagorize sounds under such topics as "Sounds Heard on the Playground" (thud of a ball being thrown into a mit, smacking of a ball and bat). Other catagories might be gym noises, cafeteria noises, classroom noises, party noises, etc. (2.10)

- Take a tape recorder home and make recordings of kitchen noises, living room noises, outdoor noises, etc. Let the children listen to the tapes and identify the noises. Children, too, can tape noises and bring them to school. (2.10)

- Ask children to keep a diary over a given period of time wherein each lists all the sounds one can remember having experienced during the day, from the ringing of the alarm clock early in the morning to the playing of the "Star Spangled Banner" on television late at night. (2.10)

- Have the children close their eyes and see how many sounds they may hear in a two-minute period. Sounds may be restricted to those that were not here when Columbus discovered America, since the covered wagons went West, etc. (2.10)

- Let children try to produce sound effects as if they were the sound man on a radio program. For example, crinkling of cellophane to imitate fire. Tape recorders or fake microphone could be utilized. (2.10)

- Listening to some records such as "Peter and the Wolf" and "The Sorcerers Apprentice" are widely accepted by teachers as good listening experiences for music instruments. The Jim Handy Organization (Series No. 1750) has put out some filmstrips and records that are enjoyed by children in elementary schools.

- To make children more aware of everyday sounds around them, a tape recorder unit could be worked out where skits would be made up by the class and put on a tape recorder to emphasize the sounds we all take for granted.

- A discussion of old radio programs that were full of drama would be valuable in this area of study. Discuss sound effects used in soap operas, adventure series, and commercials. The class could tape a radio program using sound effects in the drama. Different sounds could be experimented with using many objects or voice sounds of children. Listening to the records, "Memorable Moments in Radio" would be fun and worthwhile listening.

- The district has some records made by professional theatre companies which make for excellent listening activities. One of the best is "The Ugly Duckling" with Denise Bryer and the Atlas Theatre Company. The whole series of "Atlas Tale-Spinners" would be great to have on hand for listening activities that would be good to motivate drama or skit writing, etc.

- The students like to close their eyes and listen to a series of things' the teacher does in front or somewhere in the room. They listen to what the teacher does and then try to tell in sequence what was done. The students can do the same thing.

- Onomatopoeia is a lot of fun to have activities with. Such as asking the kids to put in their own words what spellings they would use for certain sounds such as gunfire, objects dropping on the floor, leaves rustling, whistling wind, death cries, animal sounds, opening and shutting the doors and windows, etc.

- When reading a story to the class let children make sounds that go with certain words. For example, the word dog evokes "grr", the word telephone evokes a "ding-a-ling". (2.1, 2.8, 2.10)

2. LISTENING

2.2 To enjoy listening to jingles, nursery rhymes, stories, and personal experiences.

- Children's personal experiences are widely varied and very interesting if someone takes time to listen to them.

  Example: With children's help, set up categories for personal happenings such as sad, happy, exciting, frightening, etc. When children tell about a personal experience, the class decides in which categories it belongs.

- Listening to jingles or nursery rhymes read out of books, from a tape recorder or records are excellent lead-up activities for writing jingles or nursery rhymes as well as being enjoyable for children to listen to. Allow children to recite what they know by heart and tell of their experiences with jingles and nursery rhymes as younger children.

- Child relates an experience. Other children are asked to tell of similar experiences. Class will then discuss how the various stories are related.

- Listen to a taped or recorded story. In small groups have children attempt to reconstruct in sequence the events of the story.

- The most effective technique to promote the enjoyment of listening is the oral interpretation of good literature by the teacher.

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2. LISTENING

2.3 To enjoy hearing legends, myths, and folklore.

- Tape or read an incomplete legend, myth, or folklore. Call for endings to the story. Evaluate the suggested endings, suggesting which was most interesting, most logical, most unusual. Then listen to original endings. (2.5, 2.7, 2.11)

- Read aloud and discuss the motifs and characterizations of folktales, ballads, myths, and legends.

  Examples: "The Story of Chanticleer"
  "The Blind Woman and the Doctor"
  "The Men Who Wanted to Kill Death"
  "John Henry"
  "Beowulf's Fight with the Monster Grendel"
  "Pecos Bill and the Cyclone"
  "Echo and Narcissus"
  "Paul Bunyan" (2.2)

- Have the children read and tell to the class an Aesop Fable, an African fable or any other. Discuss the human strengths and weaknesses the fables portray and the lessons they teach. (2.2)

- Allow children to tell to the class fables they already know. How have they learned them? What lessons do they teach? (2.2)

- A large supply of short folklore stories can be found in the book, The Life Treasury of American Folklore, by Life Magazine, available through the Ferguson Library.

2. LISTENING

2.4 To become aware of how interesting words can be - words which rhyme, which are fun to say, which describe, which are "big".

- Take a word such as whale and see how many funny rhymes can be made with it. Children can add a line at a time. (2.2)

  Example:
  A funny old whale
  Had a tail
  That was hit by hail
  He went to jail
  That funny old whale!

- Use a color that rhymes to describe a thing, like pink sink, blue shoe, red sled.

- Verbal Tennis: Line up pupils in two rows facing each other. The contestants take turns giving out words (or the teacher can do this). The first contestant on the opposite side gives a rhyming word, the next contestant on the first side gives another rhyming word, and so on, words being batted back and forth as long as the words hold out. The first side to run out of words gets a point against it. The side producing the last word starts with the new word and it is given by the one standing next to the last contestant to furnish a rhyming word. The game can also be played with synonyms.

- Funny Bunnies: Two rhyming words are another way of expressing each of the following phrases. Children can make up their own by first thinking of the two rhyming words and then deciding on another way of expressing the same idea.

  Examples:
  Tale of much bloodshed (gory story)
  Rose dipped in vinegar (sour flower)
  Drinking place high in the Rockies (mountain fountain)
  Sorrowing boy (sad lad)
  Fowl that escaped from its coop (loose goose)
  Well-behaved rodents (nice mice)
  Hobo in the rain (damp tramp)
  Masculine doll (boy toy)
  Timid insect (shy fly)
  Not-so-bright sea bird (dull gull)
  Queer little rabbit (funny bunny)

- A vocabulary contest could be held. Each child could put on the board a "big" word (3 or more syllables) for which he or she knows the definition, and ask the students to define the word without the dictionaries. Later they could look up the word to check on their accuracy of defining the word and pronouncing it. Teams could be chosen. Each team scores a point for each correct definition.

- Build charts of words having one common sound.

  Example: Law/Lawyer, Lawsuit, Lawless

- Play a naming game. Children create names for a car, a whale, a satellite, a baby.

- Describing words can be accented when attention is focused on them solely. Tell the children that you were asked to write a story about them and that you want them to help. Ask each child to think of a describing word. Go around the class and incorporate each word into the story in the order it is given (whether or not it fits). Read the finished story aloud.

2. LISTENING

2.5 To listen to other's ideas with an open mind and to extend to others the courtesies in listening which one expects when speaking.

- After reading aloud stories about heroes (such as John Henry, Beowulf, and Pecos Bill) have small group discussions. Which of the heroes were enjoyed the most? Are there any heroes in the movies or TV that remind children of the heroes? Who are some real-life heroes of today? Why? Do the children agree on which real people are heroes? Why do we admire the people chosen?

- Draw up standards for group discussion such as: 1) Stick to the subject being discussed. 2) Be careful not to say anything that you are not sure is true. 3) If you disagree with something someone else has said, do so politely. A way to better listening habits in discussion is to separate the class into small discussion groups. Designate a leader for each group who will report the ideas discussed in a summary manner. (2.9, 2.12)

- Carry on group discussions arising from natural problem solving situations such as what to observe on a field trip, how to organize the materials in the room more effectively, and what to do to improve study habits. (2.6)

- Develop a chart listing a few guidelines for constructive criticisms, as: 1) Criticisms should be stated positively, 2) Give reasons for each criticism, etc.

2. LISTENING

2.6 To acquire facts accurately and with reasonable ease when they are communicated through speech.

- Give listening tests: Teach the S. R. A. Reading Lab's T. Q. L. R. Technique. Tune-in, Question, Listen, Review. Read a 400-600 word selection followed by 5 or 6 short answer comprehension checks. Selections such as the Reader's Digest Reading Skill Builder stories may be used. (2.7, 2.10)

- Develop together a chart listing a few guidelines for effective listening such as: 1) Keep your eyes on the speaker and your thoughts on what he is saying. 2) Write down the main points of his report. 3) Be ready to ask questions about anything that is not clear to you. (2.5, 2.7, 2.10)

- Ask one child to whisper a sentence, saying, proverb, book title, etc., to the student next to him. This child in turn repeats to the next child until the whole aisle, table, or room has heard it. Last child says aloud what he heard. (2.10)

- Give pupils several topics to listen for. These topics or questions should broaden as the children grow in listening ability. For example, children may first be asked to listen for 1) main ideas, 2) main ideas and supportive data, 3) main ideas and examples, 4) main ideas, supportive data, and examples.

- Listen often for topic sentences of single paragraphs read aloud or played from tapes.

- Begin development of note-taking with a single paragraph of informational material. When note-taking is a new skill, take notes along with the class, then mimeograph the notes or put them on the board so that the children can grow in this skill. (2.7, 2.10)

2. LISTENING

2.7 To acquire skills for criteria listening: i.e., listening for ideas and supporting data; to avoid being swayed by propaganda.

- Read a paragraph to the class. Have several children summarize the main ideas on tape. Paragraphs may be taken from a story-book or any textbook. Replay the tape and evaluate the summaries given. (2.6, 2.10)

- A good "audience type" situation can be provided for listening by inviting a resource person to speak to the children and preparing them for specific things to listen to. (2.6, 2.10)

- Give the class three titles and ask them which one best fits the story or poem to be read to them. (2.10)

- Use motion picture films with creative listening assignments.

  Example: How does the musical score help to tell the story?
  Look and listen for these three important facts.
  Toward the end of the film there is a line which tells the main theme of the whole film. Can you find it? (2.10)

- "Propaganda" individual learning packet available through consultant. (2.14)

- To enable children to understand that authors or speakers are often biased, obtain several books or articles written on a controversial issue. Compare the arguments presented and reasons for them (author's or speaker's background, philosophy, prejudices, etc.) Editorials from the Globe and Post usually report a different point of view.

2. LISTENING

2.8 To select from listening experiences the ideas which are of significance to the problem at hand, and to tune out the extraneous.

- To sharpen children's sensitivity to listening, it is sometimes fun to make a list of such as the following:

  WHAT INTERFERED WITH OUR LISTENING TODAY?

  The lawnmower outside
  People interrupted
  An airplane flew over
  We were worried about getting our work done on time (2.10)

- Run a short cartoon film, then shut off the sound and have the children tell the story or reproduce the speaking parts while the film is rerun. (2.10, 2.12)

- Play musical chairs, but sit for different reasons; for example, when a specific instrument is heard. (2.10)

- Have children dramatize action poems while they are being read.

  Example: "Casey at the Bat" by Ernest L. Thayer
  "Stopping by Woods on a Snowy Evening" by Robert Frost
  "Fog" by Carl Sandburg
  "A Visit From St. Nicholas" by Clement Clark Moore
  "The Duel" by Eugene Field
  "The Landing of the Pilgrim Fathers" by Felicia Dorothea Hemans
  "Barbara Frietchie" by John Greenleaf Whittier
  "The Flag Goes By" by Henry Holcomb Bennett
  "The Pied Piper of Hamelin" by Robert Browning
  "The Leak in the Dike" by Phoebe Cary (2.10, 2.11, 2.12)

2. LISTENING

2.9 To change one's own behavior (decision-making, acquisition of concepts, attitudes towards individuals or groups) as a result of effective listening.

- Read aloud a detailed description of an automobile accident. Let the children pretend to be bystanders who saw the accident happen. Let each write or tell exactly what happened. After reading the items, select the widely divergent reports and read them to the class. (2.6, 2.7, 2.10)

- Ask your class to listen to a television performance in the evening and the next morning choose four as reporters. While one reporter explains exactly what happened on the program, the other reporters remain in the hall out of earshot. As soon as a reporter is finished with his story, let the next come in with his report on the same program. After the four have reported, let the class judge the accuracy of the reporting of each. (2.6, 2.7, 2.10)

- Record a prearranged argument that didn't get anywhere, a conversation in which there was no meeting of minds, a complete misunderstanding of the other person's point of view. In small groups have children discuss:

  Ways in which ideas were expressed.
  The strong feelings which blocked thought.
  The particular words which aroused hostility or caused confusion.

- Pull resource people from the community who represent varied backgrounds and points of view. For example, occupational, racial, handicapped, religious, and social groups. After presentation, children could break into small groups to express their feelings with resource person participating.

2. LISTENING

2.10 To develop ability to select the level of listening (marginal, appreciative, attentive, critical) appropriate to a given situation and to flexibly apply these different skills implied by the levels involved.

- Children spend large blocks of time listening to television. This listening can be put to good use by assigning children optional homework such as the following:

  Examples: The television awards will be given tonight. Here is a sheet which tells in what catagories the awards will be made. See how many of the blanks you can fill in.

  It is difficult to produce mob scenes on TV due to the small screen area. See how "Treasure Island" is produced tonight to give the illusion of a mob during the mutiny.

- Listening signs placed around the room can help to develop listening habits.

  Example: What did you hear today?
  The magic word today is TIME. How many times will your teacher say it during language period?
  Listen: What is the new sound in our room?

- Have the children clap for various reasons when they are being read to. For instance, clap for every word that is a noun or for every word that begins with a certain sound. (2.8)

- Whisper ten sentences, words, or sayings; each in a softer voice and children try to see how many they can hear. (2.8)

- Fruit Basket Turn Over: Give each child the name of a fruit. One child becomes "It". He calls the names of two or more fruits. The fruits called exchange seats. "It" tries to get into one of the vacated seats. The person remaining without a seat is "It". Every once in a while "It" shouts "Fruit Basket" at which time, everyone exchanges seats. Variations of the game may be played on many occasions, such as the beginning of the year when everyone is learning the names of classmates, or on Halloween when each child may be assigned an appropriate name. (2.8)

- Keep Talking: Some children are each given a phrase. At the signal from the teacher, Child #1 begins a story trying to include his phrase in his story without giving it away to the rest of the group. The teacher taps a bell every thirty seconds and the next child must keep talking, picking up where the first child left off, and trying to include his phrase in the story and so on until all the group has had a chance, whereon, they start at the beginning again.

- In sight of the whole class let a pupil perform five unrelated actions: 1) Stand in the middle of the floor and whistle three short blasts; 2) Go over to the window and write with his finger on the pane; 3) Go to his desk and frantically search for something; 4) Stop to straighten his shirt; and 5) Laugh excitedly and tiptoe out of the room. See how many people can list his actions in sequence. A variation is for the teacher to list the unrelated actions and then ask a student to carry them out.

- Play records and let the children paint, draw, or write while the music is playing.

- Listen to recordings or stories and dramatize the ideas suggested.

- Oral sentences are scrambled and children arrange them in correct order. They make up scrambled sentences for each other.

- Read a short paragraph containing several words that have the same or similar meanings. Children pick out the words that mean the same. Encourage them to write paragraphs of this nature for each other.

2. LISTENING

2.11 To react sensitively to poetry and prose: to develop aesthetic taste.

- To provoke creative thinking with choral speaking, give the children a poem which lends itself to many adaptations and allow them to work in small groups to explore various ways of presenting it. The ideas are shared after each group has worked out its pattern for presentation.

- Share with the class examples of worthwhile prose and poetry. Discuss the elements of literature present in each selection or passage. (See also Writing objective 5.7) Share poor prose and poetry as well as the good to enable children to become better judges in their future reading experiences.

- Record poetry to accompany a group of illustrative slides from parent or teacher collections. Students who have access to a camera might develop a series of slides specifically for use with certain, titles they enjoy.

2. LISTENING

2.12 To be silent occasionally and to know when to be silent; to realize the values of listening rather than speaking.

- To the children, read stories which have plots constructed around a breakdown in communication due to faulty listening. Discussion of these stories will help bring out the need for careful listening.

Example: "Espaminandos"
"The Tar Baby" by Joel Chandler Harris
"Henny Penny" Fairy Tale
"Lazy Jack" English Folk Tale
"Rumpelstiltskin" Grimm Fairy Tale
"Bambi" by Felix Salten
"The Midnight Ride of Paul Revere"
by Henry Wadsworth Longfellow
"The Forty Thieves" (from Arabian Nights)
by Andrew Lang
"You Can't Please Everybody" an Aesop's Fable
"Ask Mr. Bean" by Marjorie Flack
"The Emperor's New Clothes" by Hans Christian Anderson
"Alice in Wonderland" by Louis Carroll
"Gerald McBoing-Boing"
"The Nightingale" by Hans Christian Anderson
"The Tale of Peter Rabbit" by Beatrix Potter

- The teacher gives a certain child a role to play in a creative or stereotyped family discussion. A table could be used as a prop symbolic of a dinner table or coffee table. One child could be a father or some domineering character who will not change his or her point of view because of being a "know it all" or an older person who will not listen to a less experienced person. Another student could represent a shy child. Another a "diplomatic listener", etc.

- The subject of conversation could be one chosen by the class or by the teacher, such as long hair, pop music, race prejudice, television, movies, democracy, Communism. Role playing with different characters in different environments or atmospheres can be used to illustrate when a person should keep silent or participate in a discussion.

- Have a discussion with the class about what people do to one another that is annoying. Let the children express their views about the listening habits of their friends, family, and themselves. Then capitalize on the students realization that someone needs to really listen instead of thinking of what they would like to say.

- The rewards of being silent and listening during such personal experiences as still hunting, a quiet stroll through the woods, etc., could be talked about.

2. LISTENING

2.13 To be able to decode manner or mode as well as content of a message (e.g. humor, sarcasm, romance, tragedy, etc.)

- Tape record discussions or presentations. Listen and evaluate such things as clear speech, phrasing, and voice inflections.

- Discuss the emotional meaning of words. Have students take turns telling about something they like to do, others something they have to do but do not like. Write on the board words used that show ways of feeling.

- Have other teachers who are excellent oral readers to make tape recordings of interesting, informational material, poetry, or plays. This will give children experience in listening to a wide variety of voices, inflections, and tempos.

- Ask a child to talk into an imaginary telephone. The children try to guess what the person on the other end of the line is saying by listening to the one-sided conversation. (2.10)

- Say each sentence below in several different ways indicating that you are begging, demanding, whining, curious, indifferent, etc. Let the children infer the situations from your tone of voice.

  Example: I don't want any.
  Please come home soon.
  Are you sure?
  Help me.
  Is that necessary?

- Match tone of voice when saying a sentence with various situations. For example, the phrase, "Gee, thanks!" would be said differently in each of these two situations: 1) Your parents have just given you the puppy you wanted very much. 2) Your older brother has just given you a torn sweater that is too small for him.

- Say sentences in different ways to show different meanings through use of voice stresses. For example: I gave her cat/food. I gave her/cat food. I/gave food to her cat. I gave cat food to her.

- Have each pupil write a one-page story. To help the children get started, you might write a list of topic suggestions on the board, or write words to prompt them (such as hurricane, wild animals, mountain climbing, island). Let the students exchange stories for reading aloud. After each story is read, ask the author if the tone of voice of the reader matched the one he had imagined. Discuss differences in stress, pitch, and pause between the two versions.

2. LISTENING

2.14 To be able to identify the language devices used by an advertiser in making his appeals - e.g., slogans, jingles, repetition, tone of voice, loaded words, analogy, association of images and status symbols, etc.

- Let individuals or teams mimic their favorite radio or TV commercials. A discussion of reasons for their likes will bring out the devices used by the advertisers.

- Have children invent a product of their own (a cereal, skin soap, detergent, toy, etc.). Let them design the package, write a radio advertisement, make a series of slides to represent a TV commercial, design a newspaper or magazine advertisement, etc. Encourage the use of as many advertising devices as possible.

- Tape numerous and varied radio and TV commercials. As children listen to the advertisements, let them write down the devices used in each. Newspaper and magazine advertisements could also be used.

2. LISTENING

2.15 To develop critical taste - e.g., to prefer the authentic and the imaginative over the stereotyped and contrived in movies, TV, and other media

- To teach what a stereotyped character or situation is a teacher could give examples of the old style villain with the curled mustache, beard, and black cape, or the good guy who wears a white hat and rides the prettiest horse. After these obvious types of examples the teacher could point out more subtle types of stereotypes.

  Examples: Maxwell Smart in "Get Smart" (from James Bond movies)
  "Beverly Hillbillies" (illiterate hillbilly) "Step-n-fetch-it".
  "The Old Maid School Teacher"
  Modern music groups with their long hair

- Have children discuss such stereotyped people as ministers, nuns, doctors, Indians, Negroes, Mexicans, Irish, Japanese, etc. Prejudices?

- Movies and TV programs could and should be used in this area as prime examples. Books could be used also that are popular with children by discussing such stereotyped characters as George Washington, Abe Lincoln, Daniel Boone, etc.

- Comic book characters could be studied and discussed like Superman, and Tarzan, or Tubby.

- After teaching lessons about stereotyped people or situations it would be time to bring in actual experiences in life that make stereotypes appear silly or wrong in their concept.

  Books like "All Quiet on the Western Front" and "Red Badge of Courage" are excellent examples of the authentic reality of war to compare with stereotyped programs like "Rat Patrol" and "Combat" on TV. Film, "The Real West" narrated by Gary Cooper is good. Available through County AV.

- Discuss escapism as compared with reality in entertainment. Escapist movies and novels could be compared with those that try to show reality.

  Example: The realism of "Adam-12" as opposed to "Get Smart".

- The imagination of a person listening to radio is much more active compared to that of a person watching a movie or TV. (Bill Cosby has a very funny record out, "Wonderfulness", in which he does a rendition of a child listening to a program like "Lights Out" or "Inner Sanctum") Records made by professional theatre groups could be used as could dramas with sound effects taped by small groups of children.

2. LISTENING

2.16 To cultivate a balanced media diet; to develop criteria for tuning in or tuning out.

- Examples of columns by such critics as Rich Dubrow, Miles Standish, etc. could be cut out of papers and brought in to read to the class. Discuss their style of writing, their stress on originality and uniqueness in entertainment as the criteria for a good rating.

- Cut out TV polls and audience ratings of TV programs. Discuss Gallop polls and methods used to get the "feeling" of the public on certain issues or programs.

- Children could set up a poll taking of their own and take a census of opinion of a "control group" and rate, score, or derive a conclusion from the facts they gather. A telephone or door-to-door polling could be set up by the class and teacher.

- The inaugural TV programs of the new season this fall could be evaluated and criticized by students. The teacher could then evaluate the criticisms as to whether the criticisms are positive, negative, or constructive. The class and teacher could discuss their opinions of the program.

LISTENING

THE FOUR BASIC TYPES OF LISTENING ARE:

1. Attentive Listening

   This is the type of listening where most distractions are eliminated and the attention of the listener is focused on one person or one form of communication.

2. Appreciative Listening

   This is the type used when one listens for enjoyment. It is not as concentrated as attentive listening. The listener is more relaxed.

3. Analytical or Critical Listening

   This is attentive listening for the purpose of responding in one way or another. The listener must think carefully about what he hears.

4. Marginal Listening

   This is the kind of listening where there are two or more distractions present.

3. SPEAKING

3.1 To speak spontaneously and easily with others; to speak freely when there is something significant to be said.

- The extemporaneous speech is presented without time for extensive planning and is regarded as a "speech experiment".

Examples: Quotations by famous people/Why I agree or disagree:
"You must look into people as well as at them"
Lord Chesterfield
"No man is an island, entire of itself"
John Donne

Two Words/How these two words are related:
handle/fear friendship/argument

Questions/Answer the question:
Have you ever been afraid?
What was the most exciting moment in your life?

Introductions/Pretend you are asked to introduce a famous speaker - what would you say as you introduced:

Mark Twain	Johnny Carson
George Washington	Neil Armstrong

Extra! Extra!/Cut unusual headlines from old newspapers. The speaker uses the headline as the topic for his speech.

Sales Talks/Many pupils do well and employ many good oral techniques when selling imaginary products.

- Discussion Topics: To develop oral expression, an "exploratory" type of discussion group is best. The purpose of these groups is not to arrive at decisions but to help each member explore ideas and discover meanings through interaction with other people. (3.9, 3.5)

Answering questions to which there is no specific answer/Example: Why did people move westward in the United States?

Giving opinions about current issues/Example: Should we continue spending money on space exploration?

Solving a problem/Example: How can our class help to promote better playground relationships?

Talking about ideas and feelings/Example: What makes you happy? Would you like to live the life of the President?

Discuss the suitcase or travel bag that is sitting on the teacher's desk/Example: Its owner; where it has been; what is in it and why; where it is going.

- Ask children for names of radio and television commercials they remember. Stimulate discussion of why anything is advertised, are advertisements true, and why the advertiser is willing to pay for radio and TV time.

- Place in plain view of class, several objects: Brick, spoon, scotch tape, shoe box. Ask students to think of what can be done with any of them. Let their answers come fast, out of turn, no answer wrong. Look for imaginative ideas.

- Wordless Books: In the Wordless Book the child creates literature himself, usually in an impromptu approach. A teacher can prepare a paperback booklet which may bear the title "The Wordless Book", or other titles may be used, each of which suggests a story or a specific theme. (3.7)

- A Story Club: This club could meet weekly and would provide opportunity for parliamentary procedure and development of story telling skills. Allow pupils to tell their favorite stories during these meetings. (3.7)

- Have a group of four imagine themselves as a group of friends who are going to have a spontaneous conversation prompted by a statement made to them by another friend, a player.

- Panel Discussion: Use pupil moderator and large panel with a question period afterward for student audience; or, allow the student audience to question panel members during the whole discussion. The moderator should be directed to summarize conclusions. This provides opportunity for review periods of geography or science.

3. SPEAKING

3.2 To enunciate clearly distinguishable phonemes; to project and modulate appropriately - See activities under 3.8.

- "Mike" Technique: Lower grades can use a pseudomicrophone and the upper grades could use the school amplifier. Creative stories, book reviews, or reports make excellent topics and, if written ahead of time, allow full stress on the oral delivery.

  A quiz program utilizing any subject matter, review material being best, is a fine use of the "mike" technique.

- Older children can tape stories for use in Listening Centers in primary grades. Primary teachers can request specific titles for which upper grade students volunteer.

- Children will enjoy saying together short poems which stress clarity of enunciation. See poems under 3.7.

  Prose should not be ignored as a source of excellent material for speaking together. The Gettysburg Address is a beautiful piece of American literature.

3. SPEAKING

3.3 To express observations, experiences, and feelings.

- Blending music with words helps children to put feeling into words.

  Example: With music playing in the background have children record:
  Poems they like
  Stories they have written
  Selections from their reading
  Their feelings and ideas about any chosen subject - the saddest thing in the world, the loudest, the ugliest, their favorite, etc.

- For verbal expression, teacher can lead the group by having children close their eyes while a sentence is read.

  Example: The brook ran through the meadow past the mill.

  The children describe what they see. During this activity, they will feel the need to add several words to the sentence to communicate their word picture to others. Discussion might center around the necessity for adding words.

- Give each child a sheet of drawing paper and some crayons. Ask the children to interpret the sentence, "The house stood on the hill under a tree", through a drawing. Place them before the class and discuss. There should be a great deal of variety in the interpretations. Discussion should then center on how an author would paint a picture with words instead of brushes. Stress the importance of communicating a definite picture of the house. Children should feel the need for adding more words. Example: "The low, rambling, ram-shackle house stood on the gently sloping hill under a tall elm tree." The children should then choose one of the sentences they wish to interpret and another picture should be drawn. This time, there should be more of a similarity among the pictures.

- Go for a short walk around the school. Come back in and ask what colors they saw. (This can be varied by asking for shapes, sizes, etc.)

- Take the class outside for the purpose of listening for everything they can possibly hear. Space them over the area and have them write what they hear. Come inside after a short period and discuss what they all heard. The teacher should be considered a part of the group. The same can be done for sight, touch, smell, etc.

- Observations by the children can be made in the room by giving a few minutes for observation, then closing their eyes. State what is to be remembered and discuss. Children can conduct their observation game themselves.

- Ask the children if they have a need or special feeling on a day marked by special weather. This will give rise to discussion on: 1) Kind of day 2) How it makes us feel 3) Personal experiences in wind and rain 4) Physical reactions to summer and winter.

  Interest is stirred in discussion of the effects of certain colors: 1) Dark gray curtains depress me. 2) An all green room chills me. 3) Red makes me think of quick action.

815

3. SPEAKING

3.4 To take part in an informal exchange of ideas with others; to consult with others in formulating plans.

- Have your class work in committees to plan an Old Toy Sale. Oral communication will be of prime importance as children plan displays, advertisements, making announcements, determining the prices, and handling sales. An oral evaluation should follow the project. (3.2)

- Ask children for names of radio and television commercials they remember. Stimulate discussion of why anything is advertised, are advertisements true, and why the advertiser is willing to pay for radio and TV time.

- Discuss the problems facing an educated, modern family, who find themselves in a primitive environment without manufactured goods. Have students suggest ways in which the family could strive for survival.

- Simulate a state government. All children should participate by serving in some official capacity, at some time during the year. This would serve as a framework for committees which would deal with classroom policies, procedures and problems.

- Working in small groups, children attempt to work through a plan to solve the following problems.

Examples: If there were no telephones how would you communicate quickly with someone many miles away?

You walk home from school and realize you had ridden your bike that morning. How can you get it home without another session of walking?

The letter is in the mailbox, and you recall you didn't address it. Now, what do you do?

How many books are there in your school?

How far is it from your house to the school?

- Informal Discussion Topics: Answering questions to which there is no specific answer. Giving opinions about current issues. Solving classroom problems. Talking about ideas and feelings.

3. SPEAKING

3.5 To question as a way of learning.

- Debates: This activity will tax the resourcefulness of students. Debating is valuable if the concomitant skills of research and outlining are well established. Sufficient time and help should be given students for the preparation of speeches.

- The inquiry method has drawn attention to the significance of question asking as a part of the thinking act. Students need experience in asking penetrating questions.

"Twenty Questions" and "Animal, Vegetable, or Mineral" are games which encourage question asking.

What Questions Would You Ask? Given a specific situation, the student is requested to decide what question should be asked. Suggested questions are compared and discussed as to their merits.

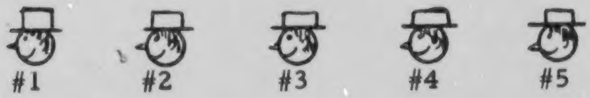
Examples: You are walking down the street when you notice a six year old boy you know on the roof of a house. What question would you ask?

You are downtown alone when suddenly you find that you have lost your money. What question would you ask?

One of your classmates is missing when the bus comes to take you back to school after a field trip. What question would you ask?

- Pose some thought provoking problems such as the following:

Example: There were five men wearing five hats. They are standing in a line. Each can see the men's hats in front of him, but cannot see his own. The colors of the hats are two (2) blue and three (3) red. Their problem was that each must discover what color his own hat is. (Draw illustration on the board)



When asked what color their own hats were, the conversation went this way:
#3 - "I don't know what color my hat is".
#2 - "I don't know my color either."
#1 - "I know my color."
Nothing else was said by the men except the above conversation.

PROBLEM: How does #1 know his color? What color is his hat? (Red)

SOLUTION: There are four possibilities for colors for numbers one and two.

a. #1 #2 #1 #2 #1 #2 #1 #2
(red, red) (red, blue) (blue, red) (blue, blue)

b. Number three elininates (blue, blue) when he says, "I don't know".

c. Number two eliminates (blue, red) when he says, "I don't know either".

d. Therefore, number one must have a red hat.

Lead the class to try to list possible alternatives or in some way to arrive at the four possibilities stated above. They must base their answer on logical thought using the elimination of alternatives. This problem could be left on the board for a day or so, to give the students a chance to ask questions which would lead to their formulation of possibilities.

- To develop the necessary respect for the questioning attitude both in ourselves and in our students make it plain to the class that good questions have value. A large box can be covered with question marks in which a child can at any time, insert a card or sheet of paper on which a question which puzzles him is written. Each week a time can be allocated for answering these questions or for discussing them with the class. Those questions which do not produce a ready answer can be researched by volunteers who report their findings at the next question period.

- Set up any game or puzzle that stresses finding a solution by asking as few questions as possible.

Examples: Think of a number between 1-100. Divide the class into 2 groups, giving one member of each group the number and this person counts the questions asked by the group. The rest ask questions that can be answered by yes or no until the number is guessed. The team with the fewest questions wins. Discuss what questions are more useful and why.

Think of a geographical location related to a social studies topic and conduct a question game.

3. SPEAKING

3.6 To express one's self or to express one's interpretations in play acting, story telling, poetry reading, etc.

- Puppets can be used in many ways to help children develop good speaking habits. They can be used to carry on conversations, practice correct word usage and create characterizations. Many times children will invent a puppet to help him solve a life problem with which he is closely identified.

- Older children can tape songs or poems for use in Listening Centers in primary grades. Primary teachers can request specific ideas which upper grade students volunteer to complete. (3.3, 3.4)

- Record poetry to accompany a group of illustrative slides from parent or teacher collections. Students who have access to a camera might develop a series of slides specifically for use with certain titles which they enjoy.

- As children tell stories they develop an awareness of word pictures, color words, action words, and sound words. There is careful attention to distinct speech with emphasis on the pronunciation of syllables and word endings. Pictures are always good starters for telling a story.

Examples: Use pictures with an unusual twist. Ask questions such as, "What happened?" "How could this have been avoided?" "What happened before or after this picture was taken?" or "Who was responsible for this?" This will stimulate children to explore their feelings and search for expressive words.

In pictures of food, children can discuss how it would feel to be a particular fruit, or vegetable.

Have children develop a dialogue that is taking place among the people in the picture.

Over a large picture, hang a piece of oaktag which has a small hole in it revealing only a part of the picture. The caption, "What is it?" creates the motivation for a discussion.

There are many pictures which can be partly covered and by so doing, the whole idea of the picture is changed. Cover part of the picture and ask, "What do you think the bottom of this picture is about?"

- Take any opportunity to bring professional readers or older students into your classroom to read. The children can then try reading the same passages aloud, remembering some of the feeling they got from hearing the lines read well. (3.8)

- Take one basic idea such as an orbital flight into outer space, a current event, or a school event. Divide the class into several groups and have each group communicate the idea in a different manner. One group might do it through dance, one through dramatics, one through speaking, one through poetry, and another through pantomime.

- Choral Speaking: Choral speaking is especially effective because all children become involved. All children need to say words in order to acquire them, so they may be used later in their creative writing, reading, and spelling. (3.8)

To provoke creative thinking with choral speaking, give the children a poem which lends itself to many adaptations and allow them to work in small groups to explore various ways of presenting it. Then ideas are shared after each group has worked out its pattern for presentations.

Children will enjoy the following short poems which stress clarity of enunciation:

Examples: A sleeper from the Amazon
Put nighties of his gra'mason -
The reason, that
He was too fat
To get his own pajamason.

I saw Esau sawing wood (pause)
And Esau saw I saw him; (quickly)
Though Esau saw I saw him saw (pause)
Still Esau went on sawing.

A tutor who tooted the flute
Tried to tutor two tooters to toot.
Said the two to the tutor,
"Is it harder to toot, or
To tutor two tooters to toot?"

The noble Duke of York (majestically)
    He had ten thousand men.
He marched them up a very high hill; (quickly)
    Then he marched them down again.
And when he was up, he was up; (quickly)
    And when he was down, he was down: (quickly)
And when he was only halfway up
    He was neither up nor down! (distinctly)

Prose should not be ignored as a source of excellent material for speaking together. The Gettysburg Address is a beautiful piece of American literature. (3.8)

Tell the story of Wanda Gag's Millions of Cats, with a chorus coming in on the repeated words which add so much to the story:

Example: Hundreds of cats, thousands of cats, millions and billions and trillions of cats.

- Pantomime: These are good dramatic activities to begin with; although pantomiming uses no language. Pantomime does include language, as the children plan and talk about the roles.

Examples: Guess What I'm Doing: Ask students to mime an activity as others try to identify the activity depicted.

Peeling a banana and eating it.
Unwrapping gum and chewing it, blowing bubbles.
Opening an umbrella as it suddenly begins to rain.
Person being bothered by a mosquito or fly.

Interpreting Situations: Briefly sketch a situation in pantomime. Have several groups try the same topic to see how the interpretation develops. Students enjoy suggesting situations.

Showing a bad report card to Mother and Dad.
Two children watching puppies in a pet store window.
Boy finds money, runs to store, buys candy.
Child breaks vase, runs to hide.

Place five objects in a bag. Pass the bags out to groups. Each group will pantomime play using all five objects.

Compose a sentence in your mind and then try to communicate it to the class entirely by gesture and pantomime; a request, a command, a question, or a comment about a situation. Have the class try to "read" what the actions say. Allow the children to take turns.

Mirror Exercise: A faces B. A is the mirror, and B initiates all movement. A reflects all of B's activities and facial expressions. While looking into the mirror, B takes a simple activity such as washing or dressing. After a time, reverse the roles with B playing the mirror and A initiating the movement.

Play Ball: The group first decides on the size of the ball; and then the members toss the ball among themselves on stage. Once the game is in motion, the teacher/director calls out that the ball is becoming various weights.

Involvement in Two's: Two players - players agree on an object between them and begin an activity with it (as in Tug-O-War). In this case, the object they choose determines the activity, e.g., spreading a sheet, pulling a blanket between them in bed, taffy pulling, etc.

Involvement in Three's or More: Three or more players - group agrees on an object which cannot be used without involving all of them. They are to participate in a joint action in which all move the same thing.

One player goes on stage and starts an activity. Other players join him, one at a time, as definite characters, and begin an action related to his activity.

Difficulty With Small Objects: Single Player/ Player becomes involved with small object such as opening a bottle; opening a stuck purse; forcing a drawer open. Single players can also become involved with a piece of clothing such as, stuck zipper on back of dress; tight boots; a ripped lining in a coat sleeve.
Two or More Players/Same as above, except it involves more people.

How Old Am I?: Teacher/director sets up a simple "where" preferably a corner bus stop. Player writes down age on slip of paper and hands it to the teacher/director, before going on stage. Player comes on stage and waits for bus. Each player is given one or two minutes to communicate his age.

What Time Is It?: Bare stage/single player/no detailed "where". Player writes a time on a slip of paper and hands it to teacher before going on stage. Player should attempt to communicate the time through his actions.

"Where" Through Three Objects: Single player goes on stage and shows audience "where" through the use of three objects such as "where" - greasy spoon restaurant; objects - juke box, dining counter, phone booth.

On the Spot: Teams of four or more write out on individual slips of paper, a Where, Who, Time, Weather, etc. Papers are then put into individual piles according to categories, and each team picks a slip from each pile. Each team develops a scene by combining the information set down on these slips of paper.

Emotion Game: Entire group/One player starts game, which can be enlarged to include other players. He communicates where he is and who he is. What happens to him should be around a disaster, accident, hysteria, grief, etc. Other players enter the scene as definite characters, set up relationships with "where" and "who" and play the scene, for example, where/street corner; who/elderly man; what/car hits man as he crosses street. The old man tentatively steps into the street. He is hit by a car and falls screaming to the ground. Other players enter as driver of car, police, friends, passerby, ambulance driver, doctor, etc.

3. SPEAKING

3.7 To make effective use of pitch, stress, facial expression, and gesture in order to make one's speech more interesting.

- To evaluate the student's understanding of tone and voice, write on the chalkboard a list of words and sounds such as: "Oh; Ah; Yes; No; You're right; Good night; Mr. Miller." As a group, have the students read these words and sounds aloud, in a monotone, implying no particular meaning. Then ask various students to read the words and sounds in different tones of voice. Can the other students guess the emotional attitude being conveyed?

- To strengthen the student's understanding of the concept that tone of voice affects meaning in spoken language, and to strengthen their powers of inference, pose a situation such as this:

  Example: You know that Jeffrey and his little brother are in the next room playing with Jeffrey's new model airplane. You also know that this model airplane is made of very light wood. Because the wood is light, the airplane can stay in the air for a long time. Also because the wood is light, the plane is easily breakable. You hear Jeffrey say, "How did you do that?" You hear his little brother reply, "I don't know."

  Read the situation aloud to the students twice. The first time, give Jeffrey's voice an angry tone and his little brother's voice a sad, frightened tone. The second time, give both voices a tone of amazement or surprise. After each reading, ask the students to infer the rest of the situation (what happened) and to infer the way the characters are feeling. Allow children to create a situation in which tone affects meaning.

- Write sentences on the board and have them read with a variety of voice tone (emotion or feeling). After saying a sentence, have the student tell what situation in which it would be appropriate. Then let the class make their sentences and situations.

  Examples: Is that true?
  Look at that.
  No, thank you.
  Yes, I'll go with you.
  Come over here.
  Sorry, I can't.

- Write some sentences on the board to be read by the class. The sentences should be read with stress on a different word in the sentence each time it is read. Discuss how the meaning of the sentence changes when different words are stressed. The teacher may have to give an example such as: You need that - You as a person have need of that?
  You need that - You have a lack?
  You need that - You need that certain thing?

  Examples: This is my house.
  I have a new coat.
  Look at the sky.
  It's not too late.

  Be sure to have the students explain how the sentences change meaning with each stress change. Continue, letting the class make the sentences. A thought provoking idea might be to have the children see if they can make a sentence that does not change with stress.

- To show that a pause or juncture affects the meaning of a sentence, write on the board: "I scream". Have a child read this statement. Have them tell where they pause as they say the words. See if someone can pause in another place and make a meaningful utterance. (ice cream).

  Discuss that voice pause can change the meaning of what is said. Give another example orally such as: "John Henry is coming" and "John, Henry is coming." Have the students tell where the pauses are and how it changes meaning. Continue with other sentences such as: "Mrs. Jones the singer is here", "I called her Sunday", etc. Encourage the children to bring in any new phrases that follow this pattern.

- Have the children read these sounds. (grā/dā or grād/ā) See if they can see the meaning that is understood when the pause is placed in a different spot. (Gray day - Grade A) Using the symbol, /, to indicate pause or juncture, write a few sentences on the board and have the students say the sentences and put the symbol where they think it belongs for meaning.

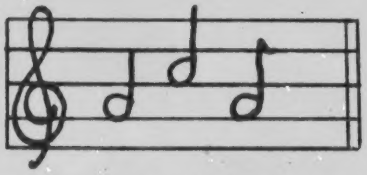
  Examples: I saw a slow/horse race.
  I saw a slow horse/race.
  I belong to a small/ballplayers club.
  I belong to a small ballplayers/club.
  We needed rain - We need a drain.
  An aim. - A name.
  She gave her/bird seed. - She gave her bird/seed.
  What's that ahead? - What's that? A head?

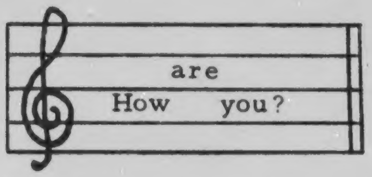
- How juncture changes meaning often has amusing results. In what situation might the following have been appropriate?

  Examples: "I will not hit any, Mother", she said sweetly.
  "I will not hit any mother", she said sweetly.

  "How will you help me?" he asked.
  "How! Will you help me?" he asked.

- To explore pitch as a signal of meaning; discuss what pitch is in music and see if the class can relate the high and low sounds of the voices to musical pitch. Show a pitch diagram on the board and discuss:





Ask the students to see if they can think of another way to arrange the words that gives another meaning.

Put this sentence on the board: "Here comes Albert". Allow students to experiment with pitch by saying this sentence as if: Albert were your friend. Albert were a monster ten feet tall.

- Using other sentences and situations, have the students raise and lower their hands as the pitch changes. Allow the students to make up other patterns of pitch changes.

  Examples: That's Joe's sister.
  You're tired.
  That's his bicycle.
  Tommy's sick today.
  It's two o'clock.

As the sentences are read have the students put the words on the pitch diagram. Let them discuss their diagrams and the meanings each implies.

- Tape several samples of student speech in the classroom. Analyze these samples, sentence by sentence, to note pitch which is recorded.

2 1 1 4 3 3
Example: What are you doing here, Jim? (4 is high - 1 is low)

Work with several sentences on the board first so that disagreements can be discussed and the tape replayed to check point made.

- Compare the different variations of pitch and stress possible in a simple interjection or phrase.

Example: All right. (say it with anger, annoyance, agreement, reluctance).
Please
Go ahead and take it!
Yes
No

- Heteronyms provide provocative material for comparison of stress or accent as in these sentences.

Examples: Did you present Mrs. Smithson with a present?
Should a rebel rebel?
Are you content with the content of his remark?
That magician standing in the entrance will entrance you.

- To reinforce the understanding of pitch patterns, write questions such as these on the chalkboard:

Examples: You're going home?
That's his book?
Susan isn't here?
There aren't any more cookies?
It's raining?

Have the questions read aloud and discuss the meaning of each in relation to pitch pattern (the rising pitch at the end). Then ask the students to explain what would happen to the pitch pattern and the meaning of each question if it were spoken as a statement. You may wish to have them draw pitch diagrams to illustrate.

- As an enrichment exercise, present to the students (either written on the chalkboard or duplicated) the beginning of a story. Read this beginning aloud to them in two different manners. The first time, indicate through tone, stress, pauses, and pitch, a mysterious, ominous quality. The second time, indicate a light, happy quality. Discuss both readings of the beginning with the students, asking them to explain the use made of tone, stress, pause, and pitch. Then have them choose one of the two beginnings and complete the story, maintaining the mood set by the particular beginning they chose. Have the completed stories read aloud.

- Match personalities with tone and rate of speech. For example, how would each of the following say, "Good morning" to a cowpoke named Dangerous but Decent Dan.

Examples: A little boy who thinks Dan is the greatest man on earth.

A tough cowboy who doesn't think Dan is very dangerous.

A man who borrowed two dollars from Dan a year ago and hasn't paid him back yet.

A beautiful young lady who thinks his name should be Dangerous, Decent, and Handsome Dan.

A newcomer who has met Dan only once.

3. SPEAKING

3.8 To acquire the ability to present facts, ideas, and concepts in an organized manner.

- Debates: This activity will tax the resourcefulness of students. Debating is valuable if the concomitant skills of research and outling are well established. Sufficient time and help should be given students for the preparation of speeches.

- Assigned Speaking

Examples: Explanation: How to do something.
How to make scrambled eggs.
How to make money.
How to make an impression.
How to write a news story.

Argument: Why I hold this opinion.
Girls are awful.
Boys are terrible.
A woman should never be President of the United States.
Everyone should know how to type.
No one should have to attend school unless he wants to.

Humor: How these words came to be spoken.
"George, you are the cat's meow!"
"I got that story straight from the horse's mouth."
"Cross my heart and hope to die."

Use inanimate objects. Children assume the role of an object and make a short talk telling what they would say if they came alive.

Give an accurate reporting of an incident trying to give a clear picture of what happened; or, an emotional appeal for support of some school project. Make comparisons.

- Oral Book Reports

Examples: Interview a character in the book. Two members of the class may share this review with one serving as the character to be interviewed.

Give a first person account of an event in the book read.

Describe a book through the eyes of its author. Mrs. Beverly Cleary, for instance, might say, "I decided to write about a boy because they usually have more interesting adventures than girls do."

Present an award to the author of a prize-winning book explaining why this book was selected for the award.

- Think of public figures (or some classmates) who have the talent of communicating well. List as many of the components of good communication as you can. Discuss a definition of effective communication.

- Have students discuss things they do each day, week, or month, that consist of a series of planned actions.

- Allow students to present talks from brief outlines on any subject matter of interest to them. Discuss in what ways the outline either helped or hindered their presentation. As a challenge to the audience, let them list the main topics presented by the speaker. Can they also add any ideas that supported the main topics.

- Give the students a copy of a short speech (2 or 3 paragraphs in length). Sequence of ideas should be jumbled as well as the paragraph order. Allow the speech to be rewritten in a more organized manner. Ask for volunteers to read their new copy. Discuss the changes made.

- Make up new games, explain the directions. Allow children to play the game, if possible.

3. SPEAKING

3.9 To apply the conventions of general American/English usage, put to use whatever functional variety of language is appropriate to the occasion.

- To show how usage changes with the situation, divide the class into committees to report on slang used in different situations. Ask them to list the words with their definitions and an illustration of their use.

  Example Committees:
    - Science Fiction
    - Detective
    - Western
    - Sports
    - Slang the children use themselves.

- Activities to encourage a more effective use of another level of language are as follows:

  Examples: One pupil thinks of a sentence using slang. The other pupils try to think of ways to say the same thing. They may be more descriptive, more emphatic, more explicit, or perhaps more respectful.

  Give each child a mimeographed copy of a conversation which utilizes many slang expressions. Suggest that each child rewrite the script as a TV report. Have several of the rewritten conversations read. Make comparisons.

  Teacher relates an account of a mishap to the class. Have children role play giving their version of the same incident to the following people:
    - a pal
    - the principal
    - their father
    - a policeman
    - a newspaper reporter.

  Discuss any shift in style as the children speak.

- Present students with the following situations and have them design appropriate messages.

Examples: You have just won first prize in a contest and want to tell your best friend the good news. However, your friend also entered the same contest, and you don't know yet whether he has won any prize, or even honorable mention. What would you say?

Suppose you broke your arm. Everyone asks, "How did it happen?" Tell how you would answer these people; your aunt, your best friend, the doctor, your neighbor.

You want to convince your parents to let you go on a camping trip with a friend's family.

- Give students the following list of messages and let them infer the situations and who might be speaking.

Examples: Thank you very much for the sports shirt.
Wow! What a great gift! Gee, thanks!
Excuse me, can you tell me what time it is?
Okay, Squirt, Out of my way!
Yes sir. Right away.
First of all, I don't want to go. Second of all, I don't like those people, and third, you couldn't drag me there with ten wild horses. And, finally, I'm not going - the end - period!

- To see if students can spot inappropriate usage of language, give them the following sentences. Have them give an example of what would be appropriate in each situation.

Examples: Your school principal comes into the room and says, "Inkthay, kiddos, inkthay!"

You want to convince your friends to go swimming instead of playing tag. You say, "Wouldn't it be delightful to refresh ourselves in the pool?"

- Students would enjoy constructing dialogues to fit unusual situations, such as those listed below. Ask them what the characters involved in each situation might say to one another.

Examples: A child discovers that his or her cat can talk.
A man from Venus suddenly walks into your classroom.
A family wakes up one morning to find that it has been moved to an earlier time in history in a faraway place.

- To show appropriateness in language, have pupils expand the sentences below, so that the conversation would be appropriate to a more formal situation.

Examples:
Joe: Morning.
Ted: Morning, Joe.
Joe: How's with you?
Ted: Fine, You?
Joe: Great!
Ted: Oh?
Joe: Just bought a new car.
Ted: Yeah?
Joe: Red one.
Ted: Wow!
Joe: Neat, huh?

3. SPEAKING

3.10 To recognize the dynamic quality of language; to sense the fact that word meanings change and evolve and are determined by the needs of people.

- The children may want to explore the origins of their own names. Many dictionaries have name histories, and the public library will be able to provide you with more complete references.

- Make a list with the children of American Indian words commonly used; such as, teepee, wigwam, chipmunk, skunk, hickory, moccasin, moose. Lead children to understand that the things these words name were new to the people who first came to America, and so they had no names for them.

- Discuss interesting word facts. Many words with unpleasant meanings begin with "sn"; such as, snake, sneer, snicker, snaggletooth, snivel, snoop. One theory is that you must curl your upper lip to make the sound "sn". You have a sneering or snarling expression when you say them.

- To show that language is appropriate to the culture: The teacher tells the class to pretend they are Eskimos, then show them a banana. Discuss whether they would know what the banana was, if they could name it, and why not. (No experience with tropical fruit).

  Ask the class if a South Pacific island child would be able to name snow. Discuss why not. In contrast tell the class that there are 10 names for different kinds of snow that the Eskimo knows and many words that the island child would have that the Eskimo would not. Let the students think of other words that would fit this example.

  The class might want to think of other kinds of examples of words and the culture of a certain area.

- To show that time as well as place influences words: Put a list of words on the board. Then give the class a certain place at a certain time and ask which of the words might have been known.

  Example: You are a child that lives in Concord, Mass., during the American Revolution. Which of these words would you know? Elevator, Rifle, Colt 45, Cactus, Rocket, Powder Horn.

- Discuss why only certain words would be known. Let the children make up their own places, times, and words.

- Word Inventions: Introduce students to Lewis Carroll's poem, "Jabberwocky", which is composed of invented language. Students can invent words for objects or ideas which they think need new words.

  Examples:
  A chair with a broken leg.
  A letter that has been opened by mistake.
  A book that no one enjoys reading.
  A trip to the beach.

- People and Places: Students can conduct a search for words in common usage which are based on place names or the names of people.

  Examples:

People	Places
Fahrenheit	hamburger
Pastuerize	Italics
Pompadour	Shanghai
Victorian	Waterloo

- Word Cartoons: Encourage the investigation of word origins which can then be shared through the drawing of illustrative posters, depicting the origin of especially interesting words. Here are a number of words which have intriguing histories:

  Examples:
  agony
  alphabet
  anecdote
  bombast
  bonfire
  canopy
  chivalry
  deliberate
  gargantuan
  journey
  magazine
  milliner
  pedigree
  quixotic
  uranium

- Many English words have been borrowed from other languages. Conduct a search for words borrowed from Spanish, French, Italian, German, and other languages.

  Examples: French words might include:
  boudoir
  encore
  fiancee
  ballet
  souvenir
  vogue
  entree
  en route
  parole

- Words develop and change in meaning. Have students investigate the meaning of words as they develop historically. Try some of these.

  Examples:
  bureau
  stink
  magazine
  rankle
  garret
  patter
  heckle
  tawdry

- Words are often invented or coined to meet needs. Students can investigate the origin of words which have been coined such as: Blurb, Gerrymander, Alphabet, Maverick, OK, MackIntosh. Are there objects or ideas for which we need new names in our society?

4. READING

4.1 To enjoy looking at picture books.

- Select some good picture books such as: Once a Mouse; Billy Goats Gruff; The Cat Who Went to Heaven; The Little House, May I Bring a Friend?; Make Way for Ducklings. (see Caldecott winners for more.) Have the students evaluate them according to the following criteria: a) Do the pictures add to the story, functioning as vitally as words? b) Is the story itself of good quality? c) Are the illustrations of good quality?

- After examining some good picture books and discussing excellent and poor aspects, have the class or a group plan a picture book of their own. Keep the plot short and simple. Keep written material concise. The group organizes the written material and plans illustrations to enhance the story, to add mood, and details. Put the book together, then have the class evaluate it using the criteria above.

- Select several picture books. Cover the printed material. Have the students try to "read" the pictures to discover the main characters and the plot. They may write their stories to accompany the pictures and exchange them with others to read.

4. READING

4.2 To understand that a printed word represents not only spoken sounds but also lexical meaning.

- Pair the students. Each selects and reads a story from supplementary or library books. Each makes up a short worksheet for his partner. At the next reading session the partners exchange books, read the stories, and do the worksheets. The worksheets are checked and evaluated by the partners, working together and discussing answers. The worksheets could possibly contain one or two questions dealing with the main idea of the story and several dealing with details and/or vocabulary words. They could be filed and used again by other pupils. The experience of writing good questions to go along with a story enhances the student's understanding of reading for meaning.

- To understand that written material contains a central theme or a main idea, the students may:

  Make up titles for paragraphs and original stories.
  Make a bulletin board display showing the central ideas of a story.
  Match a main idea with a paragraph.
  Write paragraphs on 5 x 8 cards with main ideas missing; then put the missing sentences on separate cards, and play a matching game.
  Read paragraphs lacking the main idea, and supply possible topic sentences.
  Bring colored pictures from calendars, magazines, or advertisements; write captions for the pictures which express the main idea. (baby pictures can be humorous.)

- Refer to the Skills in Outlining unit for more exercises in discovering the main idea. This may be obtained from the consultant.

- To create a feeling for and a liking of words, the students may plan a bulletin board of "Words with Imagination".

Example: ballOOns duet snow

4. READING

4.3 To be aware of similarities and differences in reading and speaking (Reading is "talk written down" but the author follows certain restrictive conventions and lacks the meaning-aids of pitch, stress, gesture, and facial expression available to speakers.)

- Self-directive dramatization is one means of giving the students experience in transferring written material to spoken material. The students select a story they want to read and dramatize, and they are grouped accordingly. Each group selects a leader to help get the members organized and to call on them to read until the story is completed. Discuss the elements of story that are enhanced through oral reading. Then, the groups quickly decide upon characters, plot sequence, and dialogue. The dramatization is then performed for the other groups. The purpose of this experience is not to produce "polished" plays, with rehearsals and costumes, but a "spur of the moment" or spontaneous dramatization, based on the students memories of the stories read.

- The students select a paragraph from a story which is especially full of moods, emotion, or excitement, and read it silently and practice different inflections, and stress upon certain words. Each child reads his paragraph first without any expression, punctuation, or stress. He then reads it with expression. He may read it a third time with different expression and stress. The manner could be varied, ranging from wildly exaggerated emotions and expression to slightly understated. This same procedure could be followed with one sentence, one word, or an original paragraph. Encourage the students to experiment with different techniques and combinations of pitch, stress, emotion, gestures, and expressions.

4. READING

4.4 To recognize the nature of meanings of what is read, to make of reading a question-asking, problem-solving process.

- To recognize the nature of meanings of what is read, the students may be asked to read library books to find examples of comparisons. Give examples such as, "The water on the lake was as shiny as glass." Discuss how comparisons give more meaning to written material.

- To make reading a problem solving process give the students a "test" on following directions. Make a list of directions (10-15 items). The first should read "Read everything before doing anything, but work as rapidly as you can." The last direction should read, "Do only what sentence one tells you to do. Write your name on the paper. Ignore all other directions. Do not give this test away by any comment or explanation. Wait quietly until time is called." Call time in 3 minutes. Some possible items for the directions following sentence one could be:

Examples: 2. Write your full name three times.
3. Circle all vowels in your name.
4. Write today's date.
5. Copy sentence one exactly.

- Have each student think of a simple process or some action involving a series of steps. Each writes his directions or steps as clearly as possible, taking care to include every detail. Each chooses a partner and they exchange directions. The directions are read carefully and then put out of sight. The students carry out the directions. An example might be, "Walk six steps toward the blackboard, sign your name on the board, take seven steps backward, get a math book out of the nearest desk, open it to page 14 and close the book. The length of the directions will depend upon the ability of the group. The directions must be followed exactly and in order. The writer of each set of directions checks for accuracy.

- Have the students select a descriptive paragraph from a reader or library book. Substitute the descriptive words with other words which give a totally different meaning or feeling to the passage. Read the two paragraphs to the class. (4.5)

- To further illustrate reading as a problem solving process have the students read a mystery story or adventure tale. As they read the story, they can jot down clues or make maps and diagrams to better visualize the story.

- To develop an understanding of sequential order in its relation to reading for meaning, an activity such as the following might be used. The students are provided with sets of response cards on which numbers are written. The teacher turns on an overhead projector which projects a list of sentences out of order. The number of sentences varies with the level of the student. The students quickly read the sentences and arrange their response cards to show the proper sequence of the sentences. The first one finished with the correct sequence wins a point.

- Using the Four W's (where, when, what, who) - the teacher has a set of phrase cards with phrases such as:

Examples: in the yard
through the window
early this morning
slid rapidly
stung by a bee

The students have a set of response cards, one for each of the four W's. The teacher holds up a phrase card and the students hold up the appropriate response card.

- Children can be introduced to the three levels of reading and the types of questions which relate to each level.

Examples: The Specific Level includes facts, details, particulars, and things that relate only to a specific circumstance. Questions covering this level would include: "Who discovered America?"

The Generalization Level includes concepts that have an extended usefulness, a general truth, or value. Questions at this level would include: "What is the relationship between technology, curiosity, and wealth in space explorations?"

The Value Level of subject matter touches the student's choices, his pride, or his actions.
Questions covering this level might include: "What would have been your feelings and first words if you had been the first person to land on the moon?"

4. READING

4.5 To read orally with evidence that one identifies with and understands the material, character motivations, emotional content, etc.

- Set aside a short period of time each day for a student to read aloud to the class from a favorite book.
- Read poetry aloud every day. Have a "poem for the day". The students can find poems, read them to the class, and tell why they like that particular poem.
- Make homework more fun. Suggest that your students might enjoy reading a book to a younger child at home and reporting his reactions to the class.
- Have the students find passages which express and show different characterizations. Have them read aloud, establishing mood by facial expression, tone and gestures.

4. READING

4.6 To expand one's recognition-vocabulary in quantity and quality.

- To explore word formation in building vocabulary, have the students discover blend words. Pick out two words from list B which were combined to make a word from list A.

Examples:

List A	List B	
smog	whirl	hurry
motel	twist	fog
flush	flash	motor
flurry	hotel	flutter
twirl	smoke	gush

smoke + fog = smog

- To discover more precise or colorful words the students may make up sentences and underline a word which can be changed. Exchange sentences.

Example: "The teacher thought John's handwriting was bad."
Change "bad" to "sprawling" or "very hard to read".
Either a single word or a phrase may be substituted.

- The teacher suggests a broad topic such as "Homes Around the World". From supplementary readers and other graded textbooks on five or six levels of difficulty, children are asked to locate words which name a kind of house that people live in. This same kind of activity can be applied to all kinds of broad topics that are sure to be treated in stories. (4. 12)

Examples: Skim the books to find the words.
Copy the words and illustrate them.
Work with other children to extend the list.
Suggest broad topics for which they would like to extend their vocabulary; such as: kinds of soil, harmful insects; imaginary characters; roots that are used for food; machines that are levers; uses of electricity.

- Homonym Hunt: Look for less familiar homonyms such as:

Examples: aisle, isle, I'll
marry, merry, Mary
council, counsel
carrot, carat, caret

- Heteronym Hunt: Find heteronyms and try to use them in sentences which make the meaning clear.

  Examples: Please separate the completed pages.
  Each child had a separate room.

- Word Alchemy: Can you change this "pebble" into a diamond?

  Example: Pebbles are rocks;
  To rock is to sway;
  To sway is to quake;
  A quake can break glass;
  Glass is like ice;
  Ice sparkles like diamonds.
  Presto! We've changed a pebble into a diamond!

  The child may be able to think of others.

- Confusing Words: Display a list of confusing words. Students can look for additions to the list.

  Examples: accent, ascent, assent
  dessert, desert
  loose, lose, loss
  accept, except
  they're, there, their
  your, you're
  whose, who's

- Word for the Day: Choose an intriguing word each day. Post it on the bulletin board. See how many times you and the students can use it. Encourage students to think of a good "word for the day".

- Stump the Class: Each student finds a word to stump the class and calls on someone to tell the meaning. The one who gives the meaning can try his word with the class.

- Context Clues: Present an unfamiliar word. Let everyone write a definition. Then write a sentence on the board using the word. Everyone checks their definition after seeing the word in context. Then the word is looked up in the dictionary.

- Word Collections: Provide boxes for children to collect words and phrases from magazines and newspapers with various styles of large type which can be used to compose signs, posters, announcements, and stories. The words may be sorted into boxes according to topics, parts of speech, basic vocabulary and other words, or any other system of classification depending on the maturity of the pupils. Both the selection of the words, putting them into the proper place, and the use of the words are independent activities which require children to organize their thinking about words.

- Jingo, Lingo, and Daffynitions: Have students make up a list and make additions to the list throughout the year. (2.4)

Examples: Spinal final (The big exam for medical students)
Stout scout (An overgrown cub.)

4. READING

4.7 To realize that language SUGGESTS more than it says.

- Start a class collection of poems, stories, phrases which are good examples of language used to suggest or imply a concept.

  Example: stumbling up the steps (phrase)
  Charlotte's Web (book)
  Stopping By Woods on a Snowy Evening (poem)

- When working with students in making and evaluating inferences, whenever possible, draw the material from their reading or from their own lives. A good beginning exercise would be to help students realize how increased knowledge or more facts can help them make better guesses.

  Example: Select a short story and read aloud a small part from the middle. Ask the class to guess what happened in the story before and after the part you read. Then read the beginning and continue through the middle part just read. See what the new information adds to the predictions made as to the outcomes. Then read the rest of the story. (4.15)

- To analyze the way in which generalizations have been used to draw inferences about particular cases, give some examples and have the students make up examples. Discuss 1) what is inferred and 2) if the inferences are likely to be reliable. (4.15)

  Examples: Dan must feel miserable today. Everybody has aches and pains after his first ski lesson.

  That driver is going to get into trouble. Nobody can run stop signs all the time without ever having an accident or getting a ticket.

- To see if students can recognize an unstated inference, see if they can explain what inference the following statements contain:

  Examples: Next year, I'd like my teacher to be a man instead of a woman. Nancy's teacher is a man, and he never assigns any homework.

That handsome movie star, Jack LeGroove, drives
a red car. When I buy my first car, it will be red.
(4.15)

- The students will have fun being alert to such statements in their everyday conversations and in reading. Encourage them to make a note of these examples and present them to the class.

- To realize that language suggests more than it says, examine some of the student's favorite poems. Have them read aloud. Discuss the poet's means of communication. (4.5)

- Show the suggestive nature of language by giving illustrations such as the one below. How have the words added in (b) and (c) changed the meaning expressed in (a)? Have the students read to find their own examples.

Example:

a) The Governor signed a new tax law today. Taxes on corporation will thereby be increased, and taxes on individual incomes will be lowered.

b) The Governor signed a new tax law today. Taxes on corporations, already drastically high, will be increased even more. Individual income taxes, however, will be lowered.

c) The Governor signed a new tax law today. Corporations which up to now have cleverly evaded paying their share of taxes, will finally be taxed as they should be. Individual incomes will be lowered so that the ordinary man will have more money to spend. (4.15)

- Review the meaning of inference. Point out that the ability to infer has often been called "reading between the lines" and that it is a type of critical reading and thinking. A simple factual report can be given about a people in the social unit. Lead pupils to see how they can draw inferences about characteristics of people. A list could be made of the character traits inferred. (4.12)

4. READING

4.8 To read (silently) with ease, fluency, and appropriate speed for related subject areas.

- Help children to adjust speed to purpose by helping them to realize that some assignments require skimming while some, careful reading for details.

- Teach skimming by using supplementary reading material printed in columns rather than across pages. Children are told to run their eyes down, selecting key words in each line of print, and to try to reconstruct the story through use of these key words.

- Have them underline the key words, then read only the words underlined. If children can read this way with 70% comprehension or more, they are doing well.

- Collect headlines and guidelines from newspapers and use them to anticipate the story. Check to see how this helps speed comprehension. Scan sports page to find batting averages, etc.

- Help children develop skills in rereading for the purpose of finding specific facts, selecting general ideas, and drawing conclusions.

  Examples: Have them reread to find clues as to what should be included in a mural or in scenery.

  In a social studies chapter or section, reread and list all facts.

- To read effectively a student must determine the type of thinking he will be doing. Develop the concepts of reading:

  critically
  evaluatively
  imaginatively
  appreciatively
  analytically

  The students can make lists of "Things We Read Carefully" and "Things We Read Quickly".

- Some suggestions for helping children develop speed in reading are as follows:

Examine each article or story the children plan to read together, determine the purpose for reading it, and decide whether it can be skimmed or should be read carefully.

Poor reading rate generally means a child has a short eye span. He sees only a few words with each eye fixation as his eyes cross a page. Lengthening the eye span helps his reading rate. This can be done by various drills that train the child's eye to recognize a wider span of material.

a) Put numbers on cards and flash them before the children or on a screen. Have the children tell you the numbers on the card. Begin with a series of four digits and gradually increase the length as they become more proficient.

b) Pictures placed on strips of cardboard will also help the students notice more things in one sweep of the eye. Increase the number of objects.

c) Make a TV screen out of a box. Put a series of phrases such as "in the afternoon", "around the corner", etc., on a roll of paper attached to dowels. Roll the phrases through the box at the desired speed.

d) Use easy material to improve the children's speed. Familiar material (that which has been read before) may also be used if children are remotivated to reading it. Tell them that you are going to try to develop their speed, so you will use something they know. Then clock their comprehension by asking questions - but not the usual ones.

e) Use easy books from the library. Set aside a half hour and ask the students to see how many books they can read in this time. Check comprehension by discussion.

f) Anticipation of material helps children read with speed. Use clues (guidelines, headlines, pictures, charts, graphs, relevant vocabulary, or cartoons) to help them get the gist of the material quickly before they begin to read it.

g) Have students skim a paragraph and count the capital letters. This will aid readers in quick location of information. Indexes, telephone directories, and the table of contents in books can be used to encourage skimming.

h) Time tests can be effective when used in situations that are fun. Give a selection to read on their independent reading level. Stop at the end of three minutes. The students can estimate the number of words they have read and find the number they are reading per minute. Then, try reading the same material again to see how much faster familiar material can be read. The results can be graphed so that each child can see his progress over a period of time. Check comprehension.
The Reader's Digest Skill Builders state the total number of words at the end of each story.

4. READING

4.9 To value the literary tradition of one's culture; to be able to identify folklore and allusions.

- Folktales: Read many folktales. Have groups dramatize folktales, inserting modern day language, characters, situations, etc., but keeping the characterization consistent with the traditional tale.

- Literary Traditions: Examine and read stories from the McGuffy's Readers series. Analyze the content as to moralistic nature and terminology and archaic expressions. Compare with folktales.

- Proverbs: Discuss the meaning of a proverb. List some examples, such as: "Pride cometh before a fall." Have students make up their own sayings to express morals. Find fables to illustrate these proverbs.

- What Story Is It?: For eight or ten students, prepare a list of four or five simple stories. Group the students into pairs. To play, each pair must read all the stories listed. The time required for reading the stories listed depends on the size and ability of the group and the number of copies of the stories available.

  After all the students have read the stories, each pair may "act out" one of the stories for the other teams to try to identify. The team that identifies the most stories wins. This game can be carried over for several days without loss of interest. Use folktales.

- The students might stage an "interview" with a well-known author. Ask questions about characters or incidents. The student who is the author should be thoroughly familiar with the story. An interview could also be held with one of the characters from the story.

4. READING

4.10 To develop (i.e., appropriately change) one's beliefs, attitudes and concepts on the basis of rich and varied reading experiences.

- Paperback books represent a dynamic force for getting books off the shelves and into the hands of children. The following list of books can be purchased in paperbacks and will provide a rich and varied background in reading.

Middle Grades (8 to 10 years of age)

TITLE	AUTHOR	PUBLISHER
The Pearl	Steinbeck	Bantam
The Light in the Forest	Richter	Bantam
Shane	Schaefer	Bantam
Once on a Time	Milne	Camelot
So Dear to My Heart	North	Camelot
The Secret of Pooduck Island	Noyes	Catholic Authors
Caddie Woodlawn	Brink	Acorn
The Captain's Daughter	Coatsworth	Acorn
Stuart Little	White	Yearling
Moonshot, 1970	Lomask	Grow Ahead
Tiger Tail Village	Millen	Friendship
Asia	Glendinning	Ginn
The Borrowers	Norton	Voyager
Gnomobile	Sinclair	Tempo
Sailer, Whalers and Steamers	Hurd	Sunset
The Nonsense Books	Lear	Signet

Upper Grades (10 to 12 years of age)

TITLE	AUTHOR	PUBLISHER
Daktari	Shelton	Ace
Fantastic Voyage	Asimov	Bantam
Rascal	North	Camelot
The Negro in the Making of America	Quarles	Collier
Call Me Charlie	Jackson	Yearling
All-Of-A-Kind Family	Taylor	Yearling
Madame Ambassador	Guthrie	Voyager
Captains Courageous	Kipling	Signet
Spiderweb for Two	Enright	Signet
Doctor Tom Dooley, My Story	Dooley	Signet
The Red Badge of Courage	Crane	Popular Library
Biography of a Grizzly	Seaton	Popular Library
Gentle Ben	Morey	Scholastic
Story Catcher	Sandoz	Tempo
Hold Fast to Your Dreams	Blanton	Archway

- To encourage children to vary their reading, a "book sale" can be held once a month. Each student prepares a "speel" about a book he has read which will "sell" someone on reading this particular book. The student may wear a costume depicting a character from the book, design a poster, etc., to enhance his "sales technique".

- Part II in *Sounds of Mystery*, *Sounds of a Young Hunter*, and *Sounds of a Distant Drum* by Bill Martin (Holt, Rinehart & Winston) helps the child weave reading into his daily life. On the child's level, it is explained that a book becomes important only when it changes one's notion about himself and others. The child also discovers a variety of ways for using what is read.

4. READING

4.11 To read habitually and to cherish reading - to see its value as a leisure time activity.

- The following "guide to good reading" provides a humorous recipe for reading success which may be used to inspire students. (4.8)

  Read
  Read
  Read anything
  Read some more
  Read about everything
  Read enjoyable things
  Read things you yourself enjoy
  Read, and talk about it
  Read very carefully some things
  Read on the run, most things
  Don't think about reading, but
  Just READ!

- An interesting way of encouraging reading is the exchange of student owned books through a Round Robin Book Club arrangement. On a specified day each child brings one book to school, and the exchange begins. The passing of books should be regularly scheduled, perhaps once a week. (4.10)

- There is an increasing interest in both magazine and newspapers for young people. These publications have the advantage of coming throughout the year, and for that reason tend to encourage the continuation of reading beyond the classroom. They also feature current information about interesting topics and can be used to stimulate both speaking and writing experiences. Some of the recommended magazines might include: American Girl, Boy's Life, Junior Natural History, National Geographic and National Geographic School Bulletin, Nature and Science, Young American, and Young Miss. (4.10)

- The teacher sets conditions for all reading by making clear to the children the need for reading and the joy which comes from being able to read. Some ways might include the following:

- Examples: Read to the children every day for enjoyment. Let them experience the fun in books.

  Use books frequently to look up materials for children. When they see the teacher use books to identify objects or to find out about them, they will want to learn how to use the books, too.

  Keep bulletin board displays, book jackets, and peg-board exhibits of good books in your classroom all of the time.

  Keep many picture books and simple story books around the room where they will be easily available to the children.

- To encourage children to relate more closely with book characters, the following questions might be posed:

Examples: Describe the character you are portraying.
Do you wish you were this character? Why?
Would you like to have this character as a friend? Why?
Complete the following statement: "If I were (name of character), I would".
Why did you like or dislike this character?
Write a letter to this character, commenting on what happened to him or her, or asking why he or she did something.
How would you have acted differently in the book if you were the same character?
Compare or contrast this character with yourself.
Compare or contrast this character with a famous person.
For biographies or autobiographies, what person had the greatest influence on this character, his life and work?
Read your favorite scene, incident, or description.

4. READING

4.12 To transfer skills developed in one field of reading to related fields.

- To verify information, have children look up populations of countries in several books. Note differences and determine which source is most reliable.

- Children should have the opportunity to select and judge relevant materials. Letters could be written to several companies requesting various types of materials. The children could judge the material received. They might also learn how to use the County Audio Visual catalog and select, order, and use films and filmstrips.

- The teacher can make up a list of ten arithmetic questions each of which lacks necessary information or contains extraneous words. The student is to indicate what is missing or superfluous.

- The definitions in a crossnumber puzzle may be rewritten using Roman numerals.

  Example: a. CXXV
  c. DIV
  e. MMMDXX

- Collections of statements which use huge number-words can be made from newspapers and magazines.

- Enlarge a United States (or world) map which can be mounted on a bulletin board. As students read books, have each pin a small pennant on the map bearing the title of the book with the location revealing the setting of the story. Figures of the main characters can also be used to mark the setting, with Tom Sawyer marching beside the Mississippi and Paul Bunyan in the North Woods.

- Examine the names of children in the class. Are there Irish names, French, Italian? Were any children born abroad? How many are native to the state? Questions like these can lead to an interesting study of the origins of the settlers of the United States. Biographies of Americans who came from other lands will add much to the understanding of these people. For example, William Penn by Hildegard Dolson (Holt, 1962). Many fine history books describe these pioneers and their lives in the new country.

Example: Jamestown: First English Colony, by Marshall W. Fishwick. (Harper & Row, 1965). Jamestown revisited; many photographs.

Gateway to America: Miss Liberty's First Hundred Years, by Hertha Pauli (McKay, 1965). Includes contributions of the immigrant.

America Is Born (1959), America Grows Up (1960), America Moves Forward (1960), by Gerald Johnson (Morrow). An excellent series for grades 5 - 8.

- Understanding of the lives of people in different countries or regions of the United States can be gained through the reading of fiction. Kate Seredy's The Good Master is an excellent example of an exciting story which also describes, in this case, the Hungarian legends and holiday celebrations as well as the everyday life of the people. Other titles could be:

Examples:
Banner in the Sky, by James R. Ullman (Switzerland)
Call It Courage, by Armstrong Sperry (Polynesia)
Crow Boy, by Taro Yashima (Japan)
The Family Conspiracy, by Joan Phipson (Australia)
Lotte's Locket, by Virginia Sorensen (Denmark)
Spiro of the Sponge Fleet, by Henry Chapin (Greece)
The Wheel of the School, by Meindert DeJong (Holland)
Young Fu of the Upper Yangtze, by Elizabeth Lewis (China)

- "Where In the World?" is the title of Philip Egan's provocative answer-filled book (Rand McNally, 1964) that is certain to appeal to children from grade four through six. "What was Columbus doing in Iceland?" "Where in the World are Diamonds Found?" These questions arouse curiosity and immediately satisfy it.

- Activities which relate science and literature might include the following:

  Read the very fine description of the life of a hermit crab told by Holling C. Holling in Pagoo (Houghton Mifflin, 1957). This adventure story is accompanied by superb illustration in both black and white and color. Follow the reading of this book by showing the unique film, "The Story of a Book" (Churchill Films) County AV #F51458, which describes the work of Mr. and Mrs. Holling, in developing this book - the origin of the idea, observation of the hermit crab, preparation of illustrations, and the writing of the text.

- Encourage students to read biographies of men of science. Information gained can be shared by the preparation of a display which depicts the contributions of the individual.

Examples:
Bigland, Eileen, Madame Curie (Criterion)
Freeman, Mae B., The Story of Albert Einstein (Random)
Jewett, Frances L., and Claire L. McCausland, Wilderness Treasure (Houghton Mifflin)
Kamm, Josephine, Malaria Ross (Criterion)
Manton, Jo, The Story of Albert Schweitzer (Abelard)
Sullivan, Navin, Pioneer Astronomers (Atheneum)
Tannenbaum, Beulah, and Myra Stillman, Isaac Newton, Pioneer of Space Mathematics (Whittlesey)
Thomas, Henry, Charles Steinmetz (Putnam)
Weir, Ruth C., Thomas Alva Edison, Inventor (Abingdon)
White, Anne Terry, George Washington Carver, The Story of a Great American (Random)

4. READING

4.13 To assess one's reading ability, and engage in self-directed activities for reading improvement.

- Learning contracts could be used for encouraging self-direction and responsibility. They also provide a record of the reading which has been planned and completed. One type of contract is illustrated below:

MY READING CONTRACT

The Skills I Want to Improve Are: ____________________

I will use these materials to help me:

a. ____________________

b. ____________________

c. ____________________

I Will Start (date): ____________________

I Will Finish (date): ____________________

My Feeling About this Reading: ____________________

My Teacher's Feeling About this Reading: ____________________

____

CONTRACT SEAL

After a contract has been completed, the teacher and student discuss the work which has been done. This gives the teacher an opportunity to talk individually with each student. A conference can be scheduled at any time. Both the child and teacher can place their initials inside the contract seal when the work has been completed.

- Recreational reading records might include a tree with a branch drawn for each child. Place leaves on the branches for each book read during the month. Use colored scraps of construction paper for the leaves, according to the color code selected. Book classifications used might be cooperatively determined. (4.10)(4.11)

4. READING

4.14 To apply, in reading, certain techniques of critical listening; to distinguish between report and propaganda; between less slanted and more slanted news.

- A unit has been prepared on propaganda for sixth grade students. It has been designed as an individual learning packet. This can be obtained from one of the elementary consultants.

- Children need to be aware that some headlines are slanted in such a manner that they encourage a certain attitude. The following headlines could be discussed:

Examples:	Governor Frees Convict Governor Releases Innocent Man
	Jones Backs Down Jones Offers Compromise
	Army Retreats from Enemy Army Takes Cover from Enemy

- Children might enjoy making up headlines to describe nursery rhymes. The following could be included:

Examples:	There Was A Crooked Man (Three Crooks in House)
	Old King Cole (King Swings)
	Humpty Dumpty (Egghead Cracks Up)
	The Queen of Hearts (Knave Nabs Queen's Tarts)
	Little Boy Blue (Sleeping Enployee Neglects Job)
	Three Little Kittens (Kittens Lose Mittens)

4. READING

4.15 To be able to identify a statement of fact, a statement of opinion, and the elements of a mixture.

- Privately tell two children to go to opposite sides of the room, walk toward one another, and brush shoulders when they pass. The other children should observe the incident and record just what happened. After the reports are written, the various comments could be discussed. For example the reports might include such statements as: John and Paul brushed shoulders as they walked by each other; John smashed into Paul; Paul and John were not looking and ran into each other. Some students will record the how and why as well as the what. This could be related to newspaper reporting and to the difference between fact and opinion. (4.7)

- To introduce the five W's of a news story (who, what, when, where, and why), have the students analyze a baseball story or an item from the front page. Discuss in class the terms fact and opinion. What does each term mean? How does one tell the difference between a fact and an opinion? Lead students to see that facts are statements that can be proven by direct observation or by reference to a reliable authority. Opinions are beliefs or judgments about the importance or worth of something; they can be supported by reasons, but they cannot be proven. (4.7)

- The best ways to evaluate students' skill in making inferences are to give them information which easily invites inference-making or to give them problems which require inference-making for their solutions. To see if students understand what is meant by evidence and inference, show them several different pictures from magazines and books. About each picture have them tell what is known, or absolutely certain, and what guesses they can make, based on what is known from previous experience with the items pictured, as well as from the picture itself. (4.7)

- To see if students can tell whether someone is qualified to make authoritative statements on a subject, read each of the following statements and ask whether students would consider the person quoted a reliable authority on the particular subject he is talking about. Ask them to explain their answers.

Examples: Our dentist, Dr. Pullemout, says labor unions are run by crooks. (unreliable)

Walking is the best cure for insomnia, says Dr. Foots, physician and personal counselor to hundreds of sleepy people for over thirty years. (reliable)

Tobey Twostep, a former song and dance man, stated yesterday, that all our country's enemies should be given more economic aid. (unreliable)

The judge ruled that Mr. Snitchit had violated the law. (reliable)

- To see if students can differentiate between statements of fact and statements of opinion, ask which of the following statements are fact and which are opinion, and how they would check on each one to find out if it were a fact or not.

Examples: Frequent bus service would solve the city's transportation problems. (Opinion - until the city in question actually tries the solution.)

Venus is about 67,200,000 miles from the sun. (Fact, can be verified by examining solar system charts based on findings of astronomers.)

Dinosaurs were ugly beasts. (Opinion - can never be verified and ugliness is always a matter of personal viewpoint)

Baseball players make excellent politicians. (Opinion - excellence is a matter of personal viewpoint.)

In some cultures, chocolate covered ants are considered a great delicacy. (Fact - can be checked in various reference books.)

4. READING

4.16 To gain skills in critically comparing editorials.

- To see if students can differentiate between fact and opinion in editorials have them point out the facts given in the article below and tell how the editor identifies opinions as such.

Example: We say it's certainly time this city did something about the dragon on Hornblow Street. We can think of no reason why a monstrous, fire-breathing creature should be allowed to threaten the lives and property of our citizens. Ever since "Homer the Harmless" as his friends call him, appeared on Hornblow, in Mrs. Golumph's back yard, there has been nothing but fire after fire in our city. We say it's Homer's breathing that causes the fires, and we say GET RID OF HOMER!

- To help students recognize an editorial, have them compare an article from the front page with one from the editorial section in a local newspaper. Explain to the students that "we" is used instead of "I" because the editorial writer is speaking for the entire newspaper staff. At this point, you might explore denotation and connotation with your students. Give them the following sets of words and have them discuss the shades of meaning.

Examples:
cheap, inexpensive, bargain-priced
odor, fragrance, smell
lady, woman, miss
child, kid, juvenile, youngster
friend, comrade, buddy, partner

- Another part of the newspaper which should be discussed is the letters to the editor. After looking at some of the letters, ask them to imagine other viewpoints or opinions which might be expressed on the same subject. Discuss who might support each of the opinions.

4. READING

4.17 To gain skills in critically comparing reports of a news item in at least two different newspapers, examining emphases created by (1) amounts of space allotted, (2) positions within the newspaper - i.e., front page, middle, back page, etc. (3) omissions.

- To arouse further interest in studying the newspaper, the following questions might be used: Why does news have to be unusual? What do readers look for in a newspaper? What kinds of news appear in newspapers? What does the word "news" mean? The etymology will tell them that news originally comes from the word new.

- Have students read the headlines for several news stories. Discuss with them whether or not the headlines meet the following criteria: A headline should indicate the main idea of the article and introduce news in a way that makes the reader want to know more. To give students more practice with headlines, collect some news stories, cut off the headlines, and have the students write headlines for those stories. Remind them that they must find the main idea of each story before writing the headline. Then, have them compare their headlines with those provided by the newspaper.

- If the following can be arranged, have the class select a current newspaper article that is particularly interesting to the group as a whole, and that has a byline or the name of a writer mentioned. Let the students write to the journalist, in care of the newspaper requesting that the reporter visit the class to explain how he collected information for his article. If he cannot visit the classroom, he may have time to write a detailed answer to the inquiry. Local papers and local reporters would have to be considered, rather than wire-service or syndicated feature writers.

- For sixth grade classes in the St. Louis area, Mr. Anzo Manoni from the St. Louis Post Dispatch is available for unit presentation on using the newspaper.

4. READING

4.18 To examine assumptions and implications of advertisements; to examine whether the sign or symbol associated with a product really says anything about the product itself.

- Have children bring several types of advertisements to class. Contrast the content (what is said) and the technique (how it is said). The following techniques could then be discussed:

Examples: A testimonial is an advertisement in which someone claims to have used a product. Possibly a housewife or a famous person testifies to its worth.

The appeal to get on the bandwagon is directed toward the human desire to be like others and to the fear of being left out.

The scientific approach refers to the use of the product in a scientific manner or by a person working in science, i.e., "Clean" is used in five out of seven operating rooms in hospitals across the country.

Appealing context is used to make a person see a product in a new way, i.e., A tropical island scene is used for selling a soft drink.

Many advertisements are based on the assumption that people are vain and that they want to be more successful, popular, or beautiful.

- To check the student's understanding of the advertising techniques, give them some examples of each technique and have them identify the technique used. Then give them time to discuss the effect of the method used in each advertisement.

- For further evaluation, collect advertisements written by students, duplicate them for distribution to the class, and challenge them to identify the technique used in each advertisement.

5. WRITING

5.1 To produce written signs and symbols with a sense of exploration and discovery.

- A symbol is something that stands for something else. Secret messages or codes are fun to work with:

  Examples: Xf xjmm hpup Nztufsz Dbwf cz pvstfmwft ofyu

  Tbuvsebz . . Ep opu ufmm bozcpez. Nbsl.

  The above code has z for a, a for b, c for d, etc.

- Speak "Pig Latin" until all children have discovered the code.

- Discuss symbols that stand for something that's synonymous with governments, politics, businesses, occupations, people, etc. The white dove of peace, eagle for the U.S., bear for Russia, etc.

- Divide the class into small groups and appoint a head of each committee to come up with imaginative symbols for character traits.

- The Post Dispatch classroom newspaper program contains a fine booklet on editorial cartoons from 1913-1965. It would be valuable to go over these cartoons with the class explaining the symbols and caricatures used in each cartoon.

- During election time or tax levy time, children could draw editorial cartoons about some area or idea which would concern them. School or room rules would be equally appropriate.

- Inventing Names: The teacher could take any object in the room and ask the children to name it appropriately. Do this to let children discover that all words are invented by people. Encourage the children to think up many names for a dog, telephone, TV set, hamburger, sandwich, etc.

- Let the children discuss the question: What makes a good name?

- Have the children write words that express feelings such as love, hate, or fear. Helen Keller had the most difficulty in understanding these words. Discuss how she had to use her senses of smell, taste, and touch to learn what things are called and how the names are written in braille.

- To demonstrate the fact that some words have more than one meaning, work with puns or with puns based on riddles.

  Example: If the top half of you ran a race against the bottom half of you, the top half would win. Do you know why? Because it's a head!

  Have the children try to make up pun riddles of their own.

- Discuss familiar trademarks. After doing this you could have the children make a scrapbook of trademarks.

  Examples: Arm & Hammer
  Jolly Green Giant

- To explore the idea of things with multiple names and the subject of word origins, ask the class to find out from a dictionary where hamburger, frankfurters, etc. got their names. Ask if they know any other names used for these foods.

5. WRITING

5.2 To take pride in producing neat, legible manuscript and cursive writing.

- Refer to the district's "Handwriting Guidelines". It is a manuscript and cursive handwriting guide. The procedures in it are useful.

5. WRITING

5.3 To accept responsibility for spelling correctly in order to communicate more effectively; to make use of the various aids to spelling, including one's own mnemonics; to consult the dictionary; to spell correctly in whatever subject.

- Refer to the district's leaflets on spelling games which are available from the consultants.

- Two principle considerations should particularly govern the selection of the spelling words to be presented to the poor speller. First, the words should be most useful and crucial in children's writing; second, the words should be within the children's vocabulary. For instance, if a pupil is reading above the third reader level, a good source of spelling words are the common sight or service words that are introduced in beginning readers.

- The number of words for each spelling lesson should be limited in order to ensure a high degree of success in spelling. It is certainly more desirable to have retarded readers learn to spell a few useful words successfully and consistently rather than have them laboriously memorize a large list of words only to have them unable to spell them in writing situations.

- Careful attention to reading problems is essential if we ultimately expect children's spelling ability to improve. If we have to slight spelling instruction in order to give the necessary attention to reading, this should be done. A penetrating evaluation of a pupil's precise status and needs in reading will frequently reveal corresponding difficulties in spelling, particularly in the area of word recognition.

- Spelling for Low Achievers:

    a. Adjust the number of words to be studied to the learning rate of the individuals. This leads to smaller groups in the low achievers group.

    b. Children are grouped and given instruction according to their weaknesses. This leads to direct teaching to overcome such difficulties as (1) lack of auditory perception of word elements, (2) faulty word pronunciation, (3) over-application of phonics, (4) low relationships of spelling to meaning and imagery allied to the word, (5) slow or careless handwriting, and (6) poor visual perception of the word.

c. Techniques used for this intensive teaching are: (1) response to meaning, (2) every pupil response, (3) ear-for-sound training, (4) visual memory lessons, (5) flash-card drill, (6) word recognition practice, and (7) applied phonics instruction.

d. Systematic review practice, which is teacher-led, helps to safeguard retention and meaning.

e. Team learning techniques can be utilized for drill tasks.

- Spelling for Average or Above Average Achievers:

  a. Teams of three of like ability and progress rate study the words in the lesson or word list.

  b. Pupil A gives written test to B and C. B and C exchange papers and correct, using spelling text to guide them, and then study corrections.

  c. A retests B and C.

  d. B then tests A and C (C being tested for a second time). A and B take turns at double practice in successive lessons. Correction procedure same as in first test except it would be A and B correcting each other's papers.

  e. Each pupil should be required to keep a personal spelling list. Any word misspelled in spelling or in related language activities is written on his list.

  f. High standards of legibility and neatness are stressed.

  g. Each pupil keeps a record of his attainment in spelling on a progress chart. All tests are kept in a folder to aid the teacher in reporting pupil progress, report cards, etc.

- Ask Mr. Webster: Write the word "Sombrero" on the board. Let each child open his dictionary after you have made this oral statement. "If you had a sombrero, would you eat it or wear it? Ask Mr. Webster. Pupils try to find the word, read the definition, and answer the question.

- Alphabet Game: When the teacher says "Begin!" the pupils write an alphabetical list of words, one for each letter of the alphabet. The pupil who gets the list written first, with all words properly spelled, wins the game. Words used may be limited to three syllables, nouns, seven letters, etc.

- To find words quickly in the dictionary, one must know the alphabet thoroughly. Put each letter on a card. Mix up the cards. Let students use a stop watch to see how quickly they can put them together in order. With two sets of cards, two students can race. Or the class can be divided into teams and can have a relay race to see which team wins.

- Write five words on the chalkboard. When the signal is given, children start to find the words in their dictionaries. When one finds the first word, he writes the dictionary page after number 1 on his paper, then goes to the second word and does the same.

- Practice opening the dictionary as close as possible to the right place. If you wish to find the meaning of the word "banyan", for example, you would want to open the book near the front. Should you be looking for the word "waddle", you would open the book near the end.

- After the pronunciation key of a dictionary has been taught, ask each child to make a list of ten words and their pronunciations. You may wish to limit the number of syllables, at first. Choose four students to write the pronunciation of one of their words on the board. They take turns calling on a classmate who has used the pronunciation key to determine how to say the word. If he is correct he takes the person's place at the board.

- Divide the class into teams. As the teacher writes a word on the board each child uses previously taught skills to locate it as quickly as possible (opening the dictionary as close to the right place as possible, using guide words, alphabetical order). The first team whose members are all standing, having located the word, receives a point. A variation is to use the word in a sentence and have the students not only locate the word but determine its proper definition as well.

- Each child opens his dictionary at random or to a specified letter. He selects a new word, reads its definition, selects one meaning, and uses the word in a sentence to show the meaning given in the definition he selected. If done correctly he scores for his team. (5.4)

5. WRITING

5.4 To improve the quality and precision of one's written vocabulary.

- Use colorful picture words describing appearance, taste, smell, etc. of certain foods.

Examples: Candy - chewy, chocolaty
Cinnamon Toast - golden brown, spicy smell, sweet taste.

- Make comparisons: When we say "The water on the lake was as shiny as glass", we have used a comparison. A comparison shows that something we have seen is like something else.

Examples:

as dark as . . .
as soft as . . .
as quick as . . .
as slow as . . .
as squeaky as . . .
as wavy as . . .

- Take a small sentence, such as "The bell rang", and make it grow and change. Here are ways to build it up:

Examples: Tell how
Tell when
Tell where
Tell what kind
Change the final sentence to a question

- Take time to discuss and describe something together each morning. Describe the sky, a lovely tree, or a newly painted house.

- Keep a spot on a chalkboard (or a poster) where unusual words, their definitions, and a sentence using the word can be added.

- Write the word BRIDE on the chalkboard. A child is asked to change one letter in the word so that a new word with a new definition is created. For instance, he may change the d to n and have the word brine, which means salt water. Another child may change the e to k and make brink, which means on the edge. Each player continues to change only one letter in the last word to form a new word.

Examples: BRIDE
BRINE - salt water
BRINK - on the edge
BLINK - to wink the eyes
BLIND - oblivious to everything

- A committee of students can prepare a bulletin board display featuring onomatopoetic words. Using the caption, ECHOES, this committee can display examples contributed by class members.

- Encourage students to invent new words which imitate sounds. They should provide a definition for each invented word.

  Example: Clonk - The sound of a hammer on wood.

  What, for example, would you call the sound made when your soda is almost gone?

- Have students experiment with writing descriptive alliterative phrases as in these samples: (5.9)

  Examples: slippery, slithery, sleuth
  proud, princess Prudence
  gloomy, glowering glance

- Set out on an "exploring trip" to discover uses of alliteration in poetry. Each student will need a book of poetry unless small groups work on this project at different times. This type of exploratory browsing introduces students to a variety of poetry as they search for examples. (5.7, 5.9)

- Have students list words which fit a certain mood or theme. To stimulate thinking you may show a picture; for example, a dark stormy scene, a little child crying, a family picnic. Questions asked by the teacher will assist the flow of thought. (5.9)

  Examples: "Is this picture happy or sad?"
  "Would you use dark or light words to describe this scene?"
  "How does this picture make you feel?"

5. WRITING

5.5 To grow in the ability to use conventions in both formal and informal communications.

- Suggestions for Developing the Correct Use of Letter Forms:

  Use a felt pen to outline the shape of a business or friendly letter.

  Use construction paper cut-outs to show form, shape, and parts of a letter.

  Keep collections of letters which show various forms. Through the use of the opaque projector and the overhead projector, children can learn to contrast various letter forms and make lists of the differences between friendly letters and business letters.

  Dictate a letter to the class and then pass out the correct form of the letter to the students so they can check their letters to see if they have followed the correct form.

- Students can assist the teacher in writing for free materials. They can write for information from real people or organizations - Congressmen, state departments, travel bureaus, publishers, and chambers of commerce.

- To provide practice in writing addresses, have each child cut several slips of paper the size of a postal card. Use tagboard if the cards are to be mailed. On one side of the card is a picture, perhaps associated with the social studies or depicting the local area. On the other side is the address and a brief message.

- Telegram techniques provide an interesting experiment in writing brief but complete information. The date, address, and signature are included without charge. No punctuation is used, and every word and figure is counted. Supply fictitious information which is to be conveyed via telegram. Official telegram forms can be obtained from the local office.

- Write friendly greetings to patients in local hospitals. Discuss the types of information which might be shared with an older person. An original poem or story might be much appreciated. Art work might also be shared.

- An effective way to teach the writing of a friendly letter is through the stimulus of writing to someone in another city or in a foreign country. Addresses which supply names of children who wish to exchange letters are:

  School Affiliation Service
  American Friends Service Committee
  160 North Fifteenth Street
  Philadelphia 2, Pennsylvania

  Childrens Plea for Peace
  World Affairs Center
  University of Minnesota
  Minneapolis, Minnesota

  International Friendship League
  Box 1201
  Kansas City 41, Missouri

  The Canadian Education Association
  151 Bloor Street, W.
  Toronto 5, Ontario, Canada

- Students could write another classroom in our district or in other districts. This would provide continuous reinforcement of letter writing skills.

- Have each individual keep a folder of his own grammar errors. Dittoed sheets listing common errors can be clipped inside the folder. Each child uses his corrected papers to diagnose his mistakes and mark the check sheets.

- Collect cartoons which help children understand grammar usage or the mechanics of writing.

- A "Boo-Boo" bulletin board of collections of substandard samples of communication made in newspapers, TV, radio, magazines, and school papers would be useful. Have the class bring in these samples.

- Stories and jokes, collected from various media, which emphasize misunderstandings due to the improper use of words are good. Many current jokebooks will provide the teacher with such material, as

Art Linkletter's, Kids Say the Darndest Things, and Bennet Cerf's The Life of the Party, etc. The teacher should select carefully those items which children will understand. Children will enjoy collecting these excerpts.

- To help children realize that words can be assembled in many ways and that there are many levels of usage, examples of levels of usage are as follows:

Examples:	Formal	Informal	Slang
	Do you comprehend my explanation?	Do you understand me?	Dig me?
	I find him to be unnaturally disinterested and inattentive.	He's not paying attention.	He's way out.

Be sure to discuss the place where each of these expressions may be acceptably used.

- Punctuation: It's helpful to exploit every parallel that can be found between speech and writing. Such parallels are those marks used in writing to signal meaning.

Examples:
The train is coming.
The train is coming?
The train is coming!
Liza, Jane, Mary, Lou, and John are here.
Liza Jane, Mary Lou, and John are here.

These types of examples help you teach intonation patterns that go along with each punctuation pattern.

- One useful means of emphasizing the necessity for careful use of punctuation marks in writing is the comparison of punctuation marks to road signs and traffic signals. If we imagine the progression of thought as the road, then the punctuation marks are the signs and traffic signals that aid the traveler.

- Good steps to strengthen pupils in mechanical skills of punctuation are begun when the teacher has the pupils correct sentences or paragraphs in which commas, colons, question marks, etc. are missing.

- Have the children make up and write out their own key for the punctuation marks. Victor Borge does a funny rendition of this type of punctuation game in guest appearances on TV. Funny noises or nonsense words can be substituted for the punctuation symbols and made into a noise code.

  Example:
  , = plink
  . = thud
  ! = bang
  " = ping pong
  ? = tweet

  Try reading a story aloud in your code, making one of the noises every time you come to the punctuation mark it represents. After students have read the sentences with the nonsense sounds, you might want to put the written, punctuated sentences on the board. Or after the students read aloud some nonsense punctuation, have them read the sentences, substituting pauses, stresses, and changes in pitch for the nonsense sounds.

- Ask the students to write a story using their punctuation code. When they are completed, have the students trade stories and the keys to their codes. Using the codes made up by their classmates, have the students rewrite each other's stories using conventional punctuation. If corrections are necessary, have the students make the corrections and circle each one.

- Have the class make up sentences with blanks for the nouns and adjectives, or nouns and verbs, or any other combination. When they have finished, they could trade papers with each other, and fill in the blanks with as many different words as possible.

- Teacher or student could put a scrambled sentence on the board and have the class or another student unscramble it so it is in correct order.

- Class could make up scrambled sentences and exchange with each other to unscramble them.

- In a book that all students have, select a paragraph for each child to scramble the word order. Have students exchange papers and unscramble the paragraphs with the book closed. Familiar paragraphs could be dittoed in a scrambled manner and unscrambled by class.

- To reinforce the idea of form and position, have the children study this sentence:

  "A frappy blook strambled the kinniest flegs kettily."

  Can they identify these nonsense words by their forms? By their positions in the sentence? If they have difficulty, you might ask these questions:

  What did the blook do? (It strambled)
  What did the strambling? (The blook)
  When did it stramble? (In the past)

- Have them substitute words for the nonsense words so the sentence makes sense.

  Example: Z woppy beek flicked the mouzer conks nixly.

woppy	flicked	mouzer	nixly
↑	↗	↖	↖
adjective	ed ending for verbs	comparative form of adjective	ending indicates adverb

- Diagramobile: A study of sentence structure can be dramatized through the use of a diagramobile, which is made from wires or sticks suspended with thread. The more complex the sentence, the more fascinating is the mobile. Added color gives additional interest - adjectives in red, adverbs in blue, etc. The structure of the mobile appeals to the visual image and helps children remember the proper placement of parts of speech.

- Outlining (organizing): Bring a box of odds and ends to class or collect them from the room. The items are studied by the class who seek to organize the items into groups.

  Examples: School materials - book
  pencil
  writing paper

  Personal materials: scarf
  comb

  This activity serves as an introduction to outlining. It shows its purpose and emphasizes the thinking involved in outlining.

- Keeping to one idea in a paragraph: Committees are formed and the class is requested to contribute several ideas about a topic, i.e., ice cream. Results may be: "Most boys and girls like ice cream." "Ice cream can be in different flavors." "Ice cream needs refrigeration to stay good."

  The teacher then directs each committee to write 3 or 4 more sentences which will stay within the limits of an assigned idea. As each group finishes, the class as a whole discusses the group's work for its effectiveness in staying within the limits of the topic sentence.

- Have children make up sentences in which they use a given word in several different ways, or have children determine the different uses of the same word in sentences.

  Example: Different uses of the word RUN:
  run in a woman's stocking
  run down the street
  runny nose
  home run

- Editing Committees: Children put their next to final drafts of stories, poems, and other creative writing in designated places. A committee of children, selected by the teacher, who are skillful in writing mechanics, act as the editors. The editors could sit with the children who wrote the papers and go over the work with them. The signatures of both children at the end of the paper will help the teacher learn those who still need certain grammar skills.

- An Adventure on the Planet Grammar by Kaye M. Howard is a musical play useful in this area.

- Prepositions: Place a box on the table. Put an object in, , under, beside, below, above or on the box. List the words which describe where the object is and label them as prepositions.

- Have the children paint prepositions for art. You can get some beautiful abstractions when children paint their ideas of across, under and around.

- Adjectives and Adverbs: Take small, short sentences lacking in descriptive words and have children build them into longer, more exciting sentences.

- Quotation Marks: Have the children write stories in dialogue. One way to start is to write imaginary telephone calls or question and answer sessions.

- Set up a press conference or interview in the room using role playing. Let children take turns acting as the person interviewed and reporters. Holding unrehearsed conferences the reporters take careful and accurate notes. It doesn't take long for children to learn the difference between the substance of a statement and the longer statement itself. Compare these activities with statements made in the daily papers, such as the actual text and the summary report of the President's speech.

5. WRITING

5.6 To develop increasing objectivity in revising one's written work.

- For a child to be willing to write he needs to develop confidence so he will be able to work more and more on his own.

Examples: Let the child draw or tell rather than write, and help him to organize his pictures and oral stories clearly.

If the child has a classmate he likes to work with, let him dictate his poem or story to his friend, who can write it down for him.

If you have access to a tape recorder, let the child dictate his stories and play them back so that he can hear them.. You may want to write down some of these stories for him so that he can have a copy to keep.

Allow children to read stories orally to classmates. Constructive criticisms of each student's story could follow the readings. The teacher is careful that the criticism remains constructive. Allowing children to proofread each other's papers is a good activity. This is best done when a teacher lets friends proofread each other.

A proofreading committee picked by the class or teacher could be set up to help the students find their mistakes and correct them before they turn their work in to the teacher. The committee would be instructed to find mistakes and point them out to the student, but not correct it for them. The student would have to make the corrections and come back to the committee for further proofreading until his work is acceptable.

Team brainstorming helps give children ideas about what to write and how to make some exciting expressive sentences. This develops the child's confidence in his ideas.

5. WRITING

5.7 To develop an awareness of writing styles and to improve one's own writing as a result of continuous exposure to literature.

- Literature should not be "taught"; it should only be read and enjoyed. Through reading, enjoying, sharing, and open-ended discussions, children will become more aware of the way in which individual authors use the elements of literature. These elements are:

Theme -	What the author has to say about life; there are usually many interlocking themes.
Diction -	Words and how they are put together, as in dialogue and imagery.
Mood -	How the story makes the reader feel.
Plot -	The series of incidents that make up the story.
Style -	The language used by the author (examples, long, descriptive passages, short, realistic conversation, style of language used in a certain place by certain people.
Setting -	Description of the story's location.
Characterizations -	Personalities and physical descriptions.

- Stress the variety of subject matter in poetry to dispel the mistaken impression that poetry is "feminine", associated with flowers, love, and other womanly topics. Read a variety of poems with the class.

Example:
Wind-Wolves, by William D. Sargent
Trains, by James S. Tippett
Godfrey Gordon Gustavus Gore, by Wm. B. Rands
The Escalator, by Phyllis McGinley

Read poems that represent varied forms - long, short, rhymed, unrhymed.

- As the teacher helps the children become more aware of literature, both prose and poetry, and its varied uses they will be able to enhance and improve their own writing.

5. WRITING

5.8 To be able to encode manner(s) appropriate to message(s); to contribute creatively to class posters, newspapers, skits, etc.

- Newspaper Writing: Getting newspapers for each child or having them each bring a daily newspaper would enable the teacher and class to move through each section of the newspaper and talk about each thing, such as:

  Favorite section of the newspaper for different people.
  Comics and movie ads for children.
  Stock market for Dad.
  Woman's section for Mom.
  By lines of reporters as compared with what A. P. and U. P. mean.
  Differences of writing styles in front page news and editorial news or feature articles; critics, advice columnists like Ann Landers; anything that would give the class an idea of what they might like to do in their own newspaper.

- Have students read headlines for several news stories. Discuss with them whether or not the headlines indicate the main idea of the article, and introduce news in a way that makes the reader want to know more. To give students more practice with headlines, collect some news stories, cut off the headlines, and have the students write headlines for these stories. Remind them that they must find the main idea of each story before writing the headline. Then, have them compare their headlines with those provided by the newspaper.

- Try role playing for demonstrating the correct procedure for factual reporting. Class members could act out a simple skit in which the rest of the class would act as reporters or witnesses. After the skit the reporters write their account of what took place. Volunteers read their accounts of what happened to the class. The class and teacher would then separate the facts from opinions.

- Students should study feature articles in newspapers and magazines before attempting to write. As they examine articles, students can be guided to observe:

  How the author began his article:
    Telling an anecdote
    Flashback
    Dialogue
    Asking a question

Any devices the author used to add interest to his writing:
    Humor, joke, play on words.
    Imagery - simile, metaphor
    Illustrations (verbal)

The summary or conclusion.

- Take comics and cut out the voice bubbles and have the children put dialogue in to fit the cartoon. Another way to do this is to have the class draw cartoons of their own and put in their own voice bubbles or captions. Captions in a comic strip like "Prince Valiant" tell a story in the third person and a good lesson on the different styles of writing could be brought out from this. Teach the children the difference in using the first person "I", second person "you", and third person "they", in story telling styles.

- Break the class up into groups. Each group will be responsible for writing a section of the newspaper, (editorials, sports, comics, front page, features, women's section, interviews, etc.) Each committee would be responsible for editing their own work.

- Committees of students can prepare election campaign for such candidates as Peanuts, Road Runner, or Beetle Bailey. Posters, badges, speeches, skits, and songs can be used to create enthusiasm. An election can culminate the activity. The voting may have the usual restrictions - no one campaigning within a certain distance, poll watchers, each committee represented at the count of ballots. Each child might be allowed to vote for two of the candidates.

  During a national, state, or community election, the same activities could be conducted with the nominees being those actually running for public office. The children could choose the candidate for whom they wish to campaign. In such an election, too, the students would have but one vote.

- Let small groups of interested students write a skit or drama for the class. One or two children could act as secretaries or discussion leaders. Children would discuss their ideas of roles, character analysis, and props. The leader of each group would attempt to summarize the ideas presented. At least one idea from each student would be incorporated into the skit.

- Puppets constructed during art lessons can inspire a class to write a skit or drama in which the children lose their own identity and transfer their role playing into their puppet character. This helps many children lose their inhibitions and gives them a real opportunity to write a creative play or skit.

5. WRITING

5.9 To enjoy writing prose, and verse; to enjoy writing various genres and modes (haiku, free verse, stories, fables, skits, friendly letters, etc.)

- Free verse may be written about such themes as: Rain is . . . Snow is . . . Happiness is . . . Each new idea begins a fresh line.

- Write couplets, the simplest type of rhymed verse. They consist of but two lines that end with rhyming words. An excellent way to begin composing couplets is through group composition.

- Write triplets, again making the initial experience a group composition. Each child selects a word that interests him. The word selected must be one that rhymes easily, so it is well to provide a list from which each person selects his word. After a list of rhyming words is developed, three related words are used to compose a triplet.

- Write limericks which are a combination of a triplet and a couplet. Lines 1 and 2 and 5 make up the triplet, while the couplet consists of lines 3 and 4. They often, but not always, begin with the words "There once was. . . ."

- Write cinquains which are simple five line verse form. There are two forms:

Examples:	Line 1 = 2 syllables	Softness
	Line 2 = 4 syllables	Is snow drifting -
	Line 3 = 6 syllables	Lying on the green grass
	Line 4 = 8 syllables	Soft powder on the skin of a
	Line 5 = 2 syllables	Baby!

Line 1 = one word to give a title.
Line 2 = two words to describe the title
Line 3 = three words to express action about the title.
Line 4 = four words to express feeling about the title.
Line 5 = one word that is a synonym for the title word.

Snow
Icy snow
Slowly, falling down -
Wet nose, cold day
Wintertime.

The number of syllables and words need not be considered an unbreakable rule.

- Write haiku, unrhymed Japanese verse consisting of three lines. The first line usually has 5 syllables, the second 7 syllables, and the third line 5 syllables. (17 syllables in all) They are usually word pictures drawn from nature and suggest an idea or feeling about a time of day or a season of the year. Number of syllables can be used as an approximation and need not be considered as a strict rule.

- To motivate fantasy writing, have a collection of PRETEND IDEAS.

Examples:
Pretend that you are something bigger than you are or smaller.
Pretend that cars had square wheels. What would happen?
Pretend that mice are pink. What would happen?
Pretend that a baby buggy has a different use. What would it be?

- Have a collection of unfinished stories or paragraphs for the children to select and complete.

- Have a box of cards with single words written on them.. Let children reach in and select three at random and make them into a silly or sensible story.

- Have a number of notebooks with colorful covers for children's writing. Encourage them, too, to illustrate their writings if they would like. Suggested titles: Imaginary Animals, Flowers, People I'd Like to Keep.

- Collect children's favorite comic strips. Cut out or cover up the voice bubbles. Let children put in their own conversation. Some children like to not only provide conversation but draw their own cartoons, as well.

- Have a picture file available for children to refer to and write about. Separate the pictures by category, such as: People, Scenes, Homes, Animals, etc.

- Have a file of pictures containing action. Let children choose one and write about it. They might include some of the following:

  What has happened? What is happening? What is going to happen?
  Characterize the people and suggest possible names for them.
  What events might have led up to the present action?
  Find words to describe the scenery or to express the background of the picture.
  Suggest a few appropriate titles.
  Find words to describe the scenery or to express the background of the picture.

- Arrange a writer's corner with a colorful screen, a bulletin board with pictures, captions, intriguing titles, a table and chairs, an invitation to write.

- Encourage children to keep diaries or journals of personal experiences. Short periods of time can be provided each day to add ideas and feelings about school events, weekends, TV showings, happenings at home, and playtime, etc. Descriptive passages can be encouraged through occasional discussions before writing.

- Draw several lines on a blank sheet of paper to intrigue student imagination to complete the drawings and write about it. A variation is to give interesting shapes cut from colored paper to be arranged in any fashion on a large sheet. Lines are added as the child wishes and he writes about it.

- Have a collection of jigsaw stories. Cut a square of construction paper in four irregular pieces on which are written: 2 characters, 1 setting, 1 noun. Students select an envelope, assemble the puzzle, and then write a story relating the four parts.

- Write Traveling Tales: Each student begins a story. When the teacher says TRAVEL TIME, the story is passed to another person. He reads what is on the paper and adds what he thinks would happen next. Stories travel several times. Tips: Stop writing soon enough so a number of students can read their tales. Let each child finish one of the stories at another time.

- Here Comes the WHOOSH!: By Vincent Fago (Golden Press) can lead to imaginative writing. "Here it comes . . . WHOOSH . . . there it goes and in such a hurry, no one could see it . . ." and the reader never does see the mysterious creature, whatever it is. He is introduced, however, to many other interesting animals - the pigadoon, the snakeroo, and a whole family of be-whiskers. This book can lead to the invention of many unusual animals as children describe their habitats, appearances, and behavior.

- Write a description which exemplifies a stereotype character. Then rewrite the description eliminating the stereotyped thinking. Draw two pictures to illustrate the differences in thought.

- An inanimate object can be given life with each student playing the role of a chair, a pencil, a book, or, to be more imaginative, a picture frame, a traffic light, a crown. The student imagines the feelings of the chosen object, describing the activities of the day, reactions to the behavior of people, and so on. Two or three students working together can write a dialogue between objects which can be taped or presented live for others to listen to.

- Reading aloud Rudyard Kipling's, Just So Stories may interest some students in producing original stories which explain in similar fashion, how animals came to be made as they are.

- Tape "sound situations" which consist of a combination of several intriguing sounds - a clock ticking, footsteps, a door slamming - which suggests a situation, the basis for a story.

- A collection of colored slides will offer pictures to inspire writing. A group of pictures on varied topics can be shown while students rapidly suggest titles for each. Two or three related pictures can be shown to furnish material for a class discussion which leads to writing. The picture of an old house will lead students to imagining the past of this house, the people it has known, and so on.

- After reading, "Pecos Bill and the Cyclone", some students might like to write stories of their own that deal with people's fear of the physical dangers present in their environment. Have students discuss other physical dangers or conditions which people have had to fight such as snow, wild animals, insects, sea, and hurricanes. What heroes might people create to overcome their fear of these things? What stories might they invent to express their desire to conquer these dangers?

- Collect baby pictures and have children write clever captions for them.

- Have a touch box in your room. Include objects that are soft, rough, sticky, etc. Children can reach in, feel an object, and then describe it.

- Ask children to write a description of another child. The description should include at least five clues. The paragraph is read to the class and the rest of the children try to guess who is being described.

- Have numerous recordings of music available for children to select, listen to, and write what comes to mind.

- Have a box of miscellaneous, assorted objects in your room. Allow the children to reach in and pick out the first three, four, or five objects they touch. They then write stories incorporating the objects chosen.

- Entitle a bulletin board, "What do you see out our windows? Write it here." Tack paper or cards on the bulletin board to write on. Change the title periodically. Some suggestions are:

  Examples:
  How does it feel to be green?
  How tall is truth?
  What color is happiness?
  What is the taste of sorrow?
  What is happiness?

- Encourage youngsters to put their gripes or dislikes into words.

- Have a collection of I WONDER cards for the children to choose from and write about.

  Examples:
  I wonder how it feels to be an astronaut?
  I wonder what a rainbow sees?
  I wonder how Columbus felt when he saw America?
  I wonder what kangaroos are thinking?
  I wonder what it would be like to own . . . . ?

Have a collection of "How Did You Feel" cards.

Examples: How did you feel when your best friend moved?
How did you feel the time you hit your little brother?
How did you feel when you stepped on a snake?
How did you feel when you fell in a mud puddle?

- Have a collection of SURPRISE IDEAS for the children to choose from and write about.

Examples: You open the cellar door, and there, on the floor, stands a donkey!

You go to see your dog's new puppies, and there, under her, is a rabbit!

Have brainstorming sessions with the children to add exciting first lines to the SURPRISE IDEAS (or any of the collections mentioned.)

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APPENDIX T

COMMUNICATION SKILLS RECORD

FERGUSON-FLORISSANT SCHOOL DISTRICT

655 JANUARY AVE.

AST NAME	FIRST NAME	MIDDLE NAME	SEX M F	BIRTHDATE

TESTS

Publisher, Test Name	Form or Level	Rating Score	Date	Examiner

MATERIALS USED

TEACHER EVALUATION

Include levels of achievement, areas of strength, weakness, and interests.

Year__________ Teacher__________

Year__________ Teacher__________

APPENDIX W

LANGUAGE EXPERIENCE APPROACH TO READING

Concepts teachers must hold:

1. Children's own ideas are worthy of expression.
2. The basis for oral and written expression is child's sensitivity to environment.
3. Freedom in self-expression leads to self-confidence in all language usage.
4. Oral expression may be strengthened through paintings and drawing.
5. Child's own thoughts are the main basis of instructional reading materials.
6. Interaction necessary to build self-confidence expands ideas and refines language skills.
7. Skills including phonics, can be developed best from child's own language.
8. Using the child's own language for instruction will result in greater independence in writing and reading.

Concepts children must have:

1. What a child thinks about he can talk about and express in painting or writing.
2. Anything he writes can be read.
3. He can read what he and others write.
4. He uses the same letters over and over.
5. Each letter stands for one or more sounds.
6. Each Word Begins with a sound he can write down.
7. Most words have an ending sound.
8. Most words have something in between.
9. Some words are used often - some very little.
10. The individuals' writing is just as important as what others say.

APPENDIX X

Ferguson-Florissant School District

Right 2 Read Program

March, 1973

Warren M. Brown, Superintendent, 655 January Avenue, Ferguson, Mo. 63135

READING IS FUN-DAMENTAL PROJECT ESTABLISHED. The Reading is Fundamental project is being established in conjunction with the nationally funded Right to Read Program at Walnut Grove. The initiation of a RIF project will be a valuable aid in achieving one of our Right to Read critical goals: that of stimulating students' interest in reading, particularly among primary students.

"The national goal of Reading Is Fundamental is to help make books and reading a natural part of every pupil's daily experience and to provide the means of ownership for entire communities of good, low-cost reading materials. The initial goals of RIF projects have been first, to provide ownership of books, and second, to permit freedom of choice. Ownership helps develop a responsibility toward books and foster a joy in reading. The adventure of shopping among books to select just the right one for his own provides a special pleasure to a child, and the act of selection, in itself, can be a valuable learning experience."

The target population for the Walnut Grove RIF project consists of students in the primary unit (grades 1-3). This group of children was selected in order to coordinate the RIF project with the Right to Read program emphasis on improved reading instruction for primary pupils.

The initial book distribution will begin in April and run for ten weeks on Thursday and Friday afternoons. Each primary pupil will select five books of his choice on his visits to the RIF Room. During the last week of the distribution kindergarten pupils will also select one book. The number of students to be served by the project is as follows:

Kindergarten	109
Beginning Primary	69
Continuing Primary	76
Advanced Primary	75

The school librarian, the R2R Program Director, and parent volunteers will set up an RIF Room in the building and conduct story-telling sessions and book-teasers before children select their books. "Reading Is Fun Day" posters, book ads, and local media publicity will be utilized to arouse children's interest in the project.

HOW TO TEACH AUDITORY DISCRIMINATION. Phonics deals with sounds. Developing a sensitivity to sounds is the basis of any effective word recognition program.

The teacher can begin with either beginning sounds or rhyming words. Children need to learn that ball, boy, and box begin alike. This exercise can be done with any letter. The dialogue might go something like this:

Teacher:	"Boys and girls, I want you to listen to some words. Tell me if they begin or start alike. Listen--red, run. Do they begin alike?"
Student:	"Yes."
Teacher:	"Yes, say them with me."
Teacher-Student:	"Red, run."

The same dialogue can be used for rhyming words, final sounds, vowel sounds, etc. These exercises are extremely important, for you are developing this important sensitivity to sound. It's important for the teacher to keep it lively. Whole class teaching of auditory discrimination is cumbersome and usually ineffective. Small groups of children are best for such exercises.

Some teachers find it helpful to think of auditory discrimination activities as a series of steps or stages-- beginning with single consonant sounds, to blends, to consonant digraphs, and then progressing to rhyming words and words that end alike. In addition, there are at least three discernible levels of difficulty at any step.

Level I	The presentation of two words as farm, charm, where the child is asked if these rhyme.
Level II	The presentation of three words such as farm, wind, charm, where the child is asked to find the two that rhyme or the one that doesn't.

DIRECTED READING THINKING ACTIVITIES. Comprehension is the ultimate goal of reading instruction. The Directed Reading Thinking Activity is a very effective teaching tool for helping children develop this all important ability of understanding and being sensitive to what they read. The technique can begin in kindergarten as a listening experience with the teacher reading for the children and continue in later grades with the children reading for themselves.

The aims of any directed reading thinking activity are to:

Teach children the skill of extracting information of a predictive nature.
Provide ways of behaving as a thinking reader that will be helpful as the child reads on his own.
Develop some capacity to behave in an independent fashion when the child reads on his own.

The important thing to remember in conducting a DRTA is that the teacher should avoid teaching for facts. Knowing facts does not mean that a child really understands the story. It produces nothing useful. The teacher should create opportunities for making judgments, drawing conclusions, and making interpretations. Group thinking should be employed and interplay among students should be fostered. The questioning technique is also important. Open-ended types of questions should be used.

The primary considerations for the teacher in conducting a DRTA are:

1. When asking questions or extracting ideas, respond positively to students' ideas and respect their responses.

2. Avoid critical or derogatory remarks to students about their ideas. Try to give reticent pupils a chance to participate by asking them what they think about someone else's ideas.

3. The teacher must control the flow of ideas and information to the students. She should both control and vary the stopping points where she wants to discuss.

4. Extend and refine ideas. This will increase capacity to process information to the students. Get students to utilize facts, to apply them, to predict what might happen next.

5. Use open-ended, multiple response questions.

6. Encourage natural interaction. Students should question each other's ideas.

7. Avoid questions that elicit factual information.

The teacher can develop DRTA's by selecting an interesting, dramatic story on a suitable listening or reading level for a particular group of students and applying the suggestions listed above.

CREATIVE WRITING. Creative writing, or free expression, means allowing students to use their language ideas and concepts in their own writing. This is possibly the most neglected aspect of the language arts because we as teachers feel that students are not capable of handling it. Actually, children can write at a much earlier stage in their development than we've been led to believe. There are only a few prerequisites to beginning a creative writing program:

1. The student must have a small sight vocabulary of 25-50 words.
2. He must have some ability to form the letters of the alphabet.
3. He must have some sense of letter-sound relationships.
4. There must be some attempt by the teacher to improve the pupil's mastery of both of the above concepts.

The most important thing in creative writing is the child's ability to communicate ideas honestly, accurately, and concisely. Some practical suggestions for stimulating creative writing are:

1. Remove constraints.
2. Encourage students to write about things that are relevant to their interests.
3. Develop sensitivity to writing by reading stories and poetry frequently.
4. Provide warm-up periods of about five minutes to talk about ideas before beginning to write.
5. Help the reluctant writer get started by writing the beginning part of a story for him.
6. Tie writing in with the curriculum.
7. Encourage students to produce words the best they can.
8. Create a writing center in the classroom. Use various stimuli to start the writing.

It may take a while for a teacher to develop an effective way of teaching creative writing. The student's first efforts at writing are much the same as his first efforts at learning to speak. We must not discourage him by insisting on correctness. Don't give up too easily if first efforts aren't as successful as you had hoped for.

HOW TO GET STARTED. Start with very short periods of creative writing--even as short as a minute. Accept whatever the child writes. Insistence by the teacher on neatness and form can easily get in the way of productive thinking. It is imperative to give the children a great deal of support when they begin writing. They must know that you will accept their writing as it is.

Modeling is about the most important part of good writing. Students cannot be expected to create in a vacuum and we must provide a lot of input before they begin to write. Pupils must have something to say so give them some kind of model to imitate, especially the first few times. In addition, they must have the feeling that writing is "putting your thoughts down on paper."

Devise ways in which students can sense that there is some valid outcome of what they are doing--it will be published, the teacher will see it, classmates will see it, etc. You have to show them that you approve of their writing. This usually will motivate the student to do a nice job.

Your weekly writing program can include three days for writing and two days for sharing. Keep samples of each pupil's writing throughout the year-these samples can be used in diagnosing writing progress.

RIGHT TO READ LIBRARY EVENING. Walnut Grove personnel initiated a series of Right to Read "Library Evening" programs in February. The goal of the series is to increase parental and family interest in reading.

As a special feature of the series, participating families may receive books, magazine subscriptions, and newspaper subscriptions which are provided by the Right to Read Program. A book rack with popular adult literature has also been added to the library to provide good reading material for parents.

The initial program was designed to familiarize parents and children with the school library. Family groups participated in a library scavenger hunt which directed them to all sections of the library. Incentive to complete the hunt was spurred by a variety of prizes hidden throughout the library. As the scavenger hunt proceeded, ten families located such prizes as Jonathan Livingston Seagull, Betty Crocker's Good and Easy Cookbook, Charlotte's Web, Madeline, Origami, Things, and The Tailor and the Giant, as well as tickets for the Walnut Grove School Carnival.

Time was provided for the 70 participants to browse through the library and check out books. Over sixty books were taken home by parents and children for home reading.

The March program will involve parents in a discussion of children's literature. Dr. Richard Miller, University of Missouri-St. Louis, will speak about recent trends in children's literature and how to select good books for children. Multiple copies of Charlotte's Web, Sounder, Call It Courage, Where The Wild Things Are, and the latest Caldecott Award winner The Funny Little Woman have been provided for parents to read and discuss. Children will participate in a puppetry show presented by students from McCluer North High School. The evening will be concluded with a book raffle and check out time.

APPENDIX X

Ferguson-Florissant School District

Right 2 Read Program

February, 1974

Warren M. Brown, Superintendent, 655 January Avenue, Ferguson, Missouri 63135

READING IS FUNDAMENTAL. Reading Is Fundamental is a national organization designed to motivate reading desire by allowing children to choose their own reading material. This material is selected from a variety of inexpensive paperback books which may be kept by the child. Ownership of the paperbacks helps develop responsibility toward books and fosters a joy in reading.

An essential element of the RIF program is its grass-roots support. Each community organizes, funds, and runs its own program. It is important to the project's success that the community, especially parents, be involved in it. Many community organizations are supporting RIF projects in a number of areas.

Projects vary in size and organizational structure, but all have resulted in favorable response from participating children, parents, and teachers. Through special arrangements with various publishers, National RIF is able to provide inexpensive paperback books at a substantial discount to RIF schools. The ideal program gives five paperback books to a child in a school year. Continuity of the program over a period of time is encouraged in order to make reading a way of life for all youngsters.

The National RIF Office can provide detailed information on planning and organizing an RIF program for your specific school needs by contacting:

Mrs. Eleanor Smollar, Executive Secretary
National RIF Office
Smithsonian Institute
Arts and Industries Building, 2407
Washington, D. C., 20560
(202) 381-6117

BRING A BOOK AT 2:50. Since December, a short period at the end of each day has been set aside for an all-school reading time. Everyone in the building, both students and staff, find something of interest to read for ten minutes. The purpose of this activity is to encourage reading for enjoyment and to provide a daily opportunity for recreational reading. While most teachers had established a silent reading time during the school day, we hope that conducting the activity on a school-wide basis will have a greater impact. So if you visit Walnut Grove any afternoon at 2:50, bring along a book or magazine and join us!

WALNUT GROVE AUTHORS. Chrystal Jackson, St. Louis illustrator and author, recently completed a bookmaking project at Walnut Grove. Twenty-five fifth and sixth grade students went through all the steps involved in publishing books.

The project began with Miss Jackson's presentation on travels in Spain which led to her first book, Wendy and the Gypsies. She explained the steps involved in preparing a book for publication and helped children begin to think of interesting subjects for stories. She also showed them how to arrange space in their first "dummy," or practice book, for illustrations and printed text. For several weeks the students worked to design this first dummy and to compose the story for their book.

During her next visit, Miss Jackson demonstrated various ways of illustrating books. The children experimented with many techniques of illustrating using watercolors, magic marker and pencils. Following this visit, the children arranged their story and pictures, making any final corrections needed. Then they prepared final copy for the book.

The last stage of the project was conducted by Mr. Don Hunsey of University Bindery. Mr. Hunsey explained the history of bookbinding and showed the students how to sew and glue their books together with the materials he provided for the project.

The three-month project resulted in twenty-five well-written and entertaining books. In addition, the children now have a greater appreciation of an author's work and the lengthy process of publishing a book.

STAFF DEVELOPMENT AT NO COST. One of the major thrusts of the Right To Read Program has been providing information to staff members so that they may become better teachers of reading. Many of the staff workshops and inservice activities involving outside reading consultants have been possible through federal funds. However, this is not the only type of staff development which occurs. Some of the most valuable results at Walnut Grove have been attained through activities which do not cost a cent.

The Walnut Grove R_2R Task Force has provided the leadership role for the Program from its initiation in January, 1972. Its original function was to determine the instructional needs of the school's reading program and to establish the goals and objectives to remedy the assesed needs.

This year the Task Force has established a new role for itself. Additional parents and teachers were invited to join the group to provide some fresh input. The group meets in the evening and includes the principal, R_2R coordinator, several parents, and one teacher from each of the seven teams. Their purpose is to stimulate ideas to remotivate the R_2R Program on a total school basis. After one 40-minute brainstorming session, the fifteen-member group produced seventy ideas to revitalize the Program.

These ideas were promptly shared with the total teaching staff and evaluated according to their priority. Many of the suggestions have already been implemented. At the January Task Force meeting, efforts concentrated on implementing even more of the suggestions.

The most positive aspect of this type of activity is that teachers themselves are involved in deciding what things are important and need to be improved. This provided a valuable incentive for enthusiastic accomplishment of tasks by all staff members.

Some of the brainstorming ideas include:

Using hall bulletin boards for book displays.
Painting graphic illustrations of storybook characters in halls.
Making reading banners to be displayed throughout the school.
Selecting a "Book of the Month" in each community.
Developing a "Walnut Grove Best Sellers List" each month.
Using TV and radio jingles to advertise books and reading.
Conducting book reviews at staff meetings.
Inviting children to present book reviews at staff meetings.
Initiating an all-school silent reading time.
Using the public address system to advertise books.
Having intermediate students prepare "book teasers" for primary students.
Initiating neighborhood coffees to discuss the importance of reading with parents.
Initiating a creative drama club for parents, teachers, and students.
Establishing inter-school involvement to stress the importance of books and reading.
Preparing an audio-visual presentation of the R_2R Program to share with district schools and community organizations.
Scheduling a "Character Day" when students can come dressed as their favorite book character.

LANGUAGE ENCOUNTERS. This month we would like to share two more language encounters with you. These encounters are developed by Dr. Harry Hahn at the Learning Strategy Center at Oakland University.

Language Encounter #707: (Language Patterns - Innovation as a Means of Studying Order)
Principle: Order can be other than alphabetical.
Approach: Begin with -

I know what a bird does.
It flies.
It goes to bed early.
It builds a nest.
Maybe it lays eggs.
I know what a bird does.

Let them supply the next key line, like -

I know what a car does.
It goes fast.
It goes slow.
It runs down.
Maybe it won't go at all.
I know what a car does.

Then -

I know what a dictionary does.
It holds words.
It tells their meanings.
It keeps order.
Maybe it has pictures.
I know what a dictionary does.

Order doesn't have to mean the way the letters of the alphabet come. What other kinds of order can you think of?

What next? Work with colors -

Red is stop. Red is blood. Red is valentine.
Blue is sky. Blue is sadness.

List them in the order of their brightness; in the order of your liking them. Illustrate your findings. A mural would be fun.

Language Patterns - Literary Innovation
Present the poem "I'd Like to be a Lighthouse" by Rachel Field.

I'd like to be a lighthouse
All scrubbed and painted white.
I'd like to be a lighthouse
And stay awake all night
To keep my eye on everything
That sails my patch of sea;
I'd like to be a lighthouse
With the ships all watching me.

Following the same pattern as above, use a seasonal theme and see what your children can come up with.

APPENDIX Y

Ferguson-Florissant School District

Right $_2$ Read Program

May, 1974

Warren M. Brown, Superintendent, 655 January Avenue, Ferguson, Missouri 63135

In this month's bulletin, we would like to share some of the efforts which have been made to keep you informed about the R$_2$R Program and to disseminate its various components. While only a minor portion of the R$_2$R budget is allocated for this purpose, we feel that we have been able to make some progress in this area.

PRINCIPALS AND RIGHT TO READ. At their April meeting, District principals had an opportunity to become better acquainted with the national Right to Read effort. Members of the Technical Assistance Team assigned to the Walnut Grove site presented an administrative seminar to give an overview of R$_2$R's accomplishments both in public school sites and in community-based adult literacy programs.

Dr. Jack Riegle and Dr. Charles Shipman, R$_2$R planning assistants, discussed the basic elements of the system developed by R$_2$R to analyze the current status of reading programs and to design improvements regardless of the students, staff, and community being served. Emphasis was placed on the rewards of initiating such a program of improvements in a school. It can be done with a minimum of expense using R$_2$R materials and the many resources already available in a district. One of the most important keys to the success is the active participation of the principal and the district administration in supporting classroom teachers and smoothing the way for any changes which need to be made.

Dr. Peggy Ransom, R$_2$R reading assistant, followed with a discussion highlighting successful components of Walnut Grove's program which could easily be implemented in other District schools. Components mentioned were the Reading Is Fundamental Project, the all-school reading time, the staff reading discussion groups, the Library Evening Series for parents and students, and some aspects of the instructional program.

During the summer, a program dissemination packet will be prepared for principals who are interested in initiating reading improvements in their schools. With the assistance of Walnut Grove personnel and the guidelines in this packet, the District hopes to see several elementary schools make reading a priority during the 1974-75 school year.

R$_2$R INSERVICE AND BULLETINS. Walnut Grove staff members have participated in and presented workshops on various components of the R$_2$R Program at District inservice sessions, last year's Curriculum Day, the 1973 SLSTA spring conference, meetings of the local IRA Council, and various universities in the area. We also hope that the 10 Right to Read bulletins which have been distributed to District staff members have highlighted successful aspects of the program and provided some useful activities for your classroom program.

TITLE II GRANT. The District was awarded a Title II Special Needs Grant to initiate the Walnut Grove Right to Read program in other elementary schools during the 1973-74 school year. Combs, Duchesne, and Lee Hamilton schools received a total of $4,962.00 to purchase materials which aid in the individualization of reading instruction. Approximate 1,430 students and 65 teachers were affected by this grant. Comments from the teachers and principals involved in the program indicate that these materials have been very helpful resources for the reading program, for both motivational and instructional purposes.

Some of the materials purchased through the grant include the following:

Young Adventure Series (Bowmar)
Initial Consonant Learning Module (Singer/SVE)
Let's Read and Find Out Science Books (Thomas Crowell Co.)
Rhythms to Reading (Bowmar)
Individualized Reading Kits (Scholastic)
Stepping Into Science (Xerox Educational Sciences)
Reading Centers-Skills Centers (Noble and Noble)
Red Line - Blue Line (EMC Corporation)
The Now Age Illustrated Classics (Academic Paperbacks)
Speech-to-Print Phonics (Harcourt, Brace, Jovanovich)
Reading Incentive Language Program (Bowmar)
Play the Game (Bowmar)
Developing PreReading Skills (Holt, Rinehart and Winston)
Plays For Echo Reading (Harcourt, Brace, Jovanovich)
Oral Reading and Linguistics Series (Benefic Press)

Students at Lee Hamilton and Combs schools have responded very favorably to the materials purchased through the Title II Special Needs Grant.

READING SPECIALISTS PLAN WORKSHOPS. District reading specialists have been working since February to plan a series of workshops on classroom techniques for diagnostic/prescriptive teaching. The workshops will be held in each elementary school for small groups of teachers interested in improving their skills in diagnosing the reading needs of their students. Reading specialists are now presenting the plan to their principals for approval so the workshops can be initiated early in the coming school year.

GOOD READING FOR TEACHERS

Decision-Making for the Diagnostic Teacher (Holt, Rinehart and Winston)
Handbook in Corrective Reading: Basic Tasks (Charles E. Merrill Pub. Co.)

RIGHT TO READ FOR EVERYONE. Every school in the District can provide a Right to Read program for its students if the principal and staff are committed to the idea that each student does indeed have "the right to read." The following steps can be taken to bring about improvements in your school's reading program.

Task Force - Form a Unit Task Force to initiate the program. The Task Force should include the principal, a core of interested teachers and parents, the reading specialist, librarian, etc. The Task Force will serve as a catalyst to plan the program and to monitor its progress.

PROGRAM PLANNING-DEVELOPMENT
(An Overview)

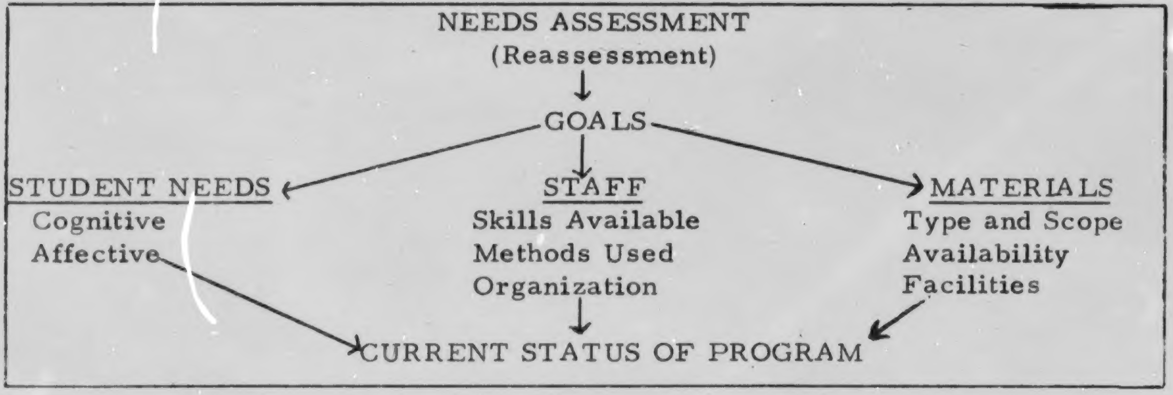
I Reassessing Current Program Status
II Redefining Goals, Objectives, and Behaviors
III Implementing Program Plan
IV Conducting On-Going Evaluation

Needs Assessment - Conduct the needs assessment to assist your individual school, evaluate the current reading program, personnel, and achievement. This can be done in a relatively short period of time and is a prelude to planning a more effective approach to reading instruction.

Assessment of student performance in this initial stage will be conducted in terms of group performance on a school-wide basis to determine general strengths and weaknesses. Test data regularly collected by the District can be used for this aspect of assessment.

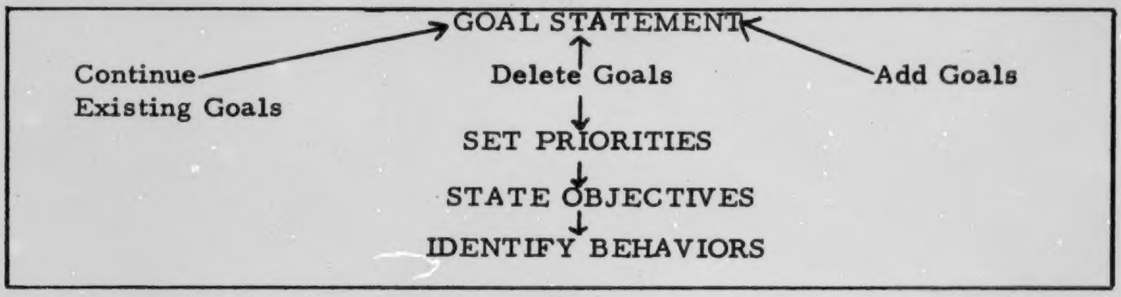
Assessment of the current reading program will provide both baseline data and valuable resources for planning a new reading program. The current reading approach, techniques, methods of evaluation, teacher/student organization, time spent in the program, and program flexibility must be taken into consideration.

Assessment of resources would include the availability and skills of the teaching staff, reading specialists, non-classroom personnel, and other non-school resources which can be utilized to make the needed improvements in the reading program.



Goals and Objectives. When the needs assessment data is gathered and analyzed the Task Force can develop objectives and goals for the program based on the information obtained. Both the needs assessment information and the objectives should be recorded on large charts which have a high degree of visibility to staff and community members.

For each major goal and objective, define a set of behaviors which can be followed to meet the goal. Each goal should then be ranked by priority as critical, important, or desirable. Those goals designated as critical would provide the starting point for your new program.



Implementation. Plan the program to extend over a certain period of time and set a timetable for meeting the goals.

Example: Priority Goal--"To improve students' comprehension skills."

*Set the first time segment of your program to focus on this objective, possibly the first semester of the new school year. Use District and building inservice days for staff development activities which focus on this area.

*Gather all available resources which will help to accomplish this goal in an effective manner.

*Have the teachers concentrate on comprehension skills in their classroom programs during the first semester. At the end of this time, have staff members evaluate their progress:have they had adequate time to thoroughly implement this objective in their own program? If so, move on to a new objective. If not, keep working on this objective until teachers feel comfortable with it.

The most important thing to keep in mind when beginning such a program in a school is to work on only one or two objectives simultaneously. It takes time to produce changes and improvements. The results are much more positive when one objective is successfully implemented on a school-wide basis than when trying to achieve all goals at once.

IMPLEMENTATION		
METHODS AND APPROACH	STAFFING	MATERIALS
Testing	Utilization of staff	Basal Series
Grouping	Utilization of volunteers	Supplementary Materials
Individualized Instruction	Utilization of specialists	Testing materials
Evaluation	Evaluation	Facilities Utilization
		A-V materials
		Consumable supplies
		Evaluation
ON-GOING EVALUATION		

APPENDIX Y

Ferguson-Florissant School District

November, 1972

Right 2 Read Program

Warren M. Brown, Superintendent, 655 January Avenue, Ferguson, Mo. 63135

FERGUSON-FLORISSANT SCHOOL DISTRICT was one of 69 districts in the United States selected to participate in a national project designed to develop ways to provide every American with the "Right to Read." The District received a federal grant to participate in the national program in January of 1972. Walnut Grove School, with an enrollment of 600 students, was chosen as the project center.

RIGHT TO READ GOALS:

. Public awareness is essential and attainable.
. Program implementation should be on all school levels.
. All teachers are reading teachers.
. Other schools will replicate proven programs.
. Technical assistance is needed.
. Diverse resources can be redirected by the Right to Read program.
. "National literacy will be attained by 1980."

THE RIGHT TO READ PROGRAM IS USED AS A COMPLEMENTARY PROJECT with other reading and language efforts in the District, including the Parent-Child Early Education Program for four-year-olds (Title III, ESEA), the Young Child Development Program (Title I, ESEA), and the Remedial Reading Specialist program.

INITIAL STAGES of the program focused on assessing reading needs of both student and staff members. A task force of teachers and parents from Walnut Grove School joined District consultants and administrators in the needs assessment. Accordingly, plans were made for a six-week summer inservice program for teachers. Task force members include: parents Mrs. Hardy Tschannen, Mrs. Joyce Smith, and Mrs. Margaret Carlson; teachers, Mrs. Jerri Meyer, Mrs. Betty James, Mrs. Jeanette Bennett, Mrs. Thelma Otto and Mrs. Sue Timpone; and Dr. Doris Stumpe, Assistant Superintendent of Elementary Education; Mr. Walter Lauless, Director of Special Programs; Mrs. Thelma Williams, Walnut Grove Principal and Right to Read Director; Anne Keence, Right to Read Program Developer; and Marion Wilson, Parent-Child Early Education Project Director.

TEN CONSULTANTS, recruited from a variety of institutions throughout the Midwest, were involved in the summer sessions. Topics discussed at the workshops and seminars included: reading diagnosis and remediation, directed reading-thinking activities, teacher-pupil relationships, creative writing skills, and the language experience approach to beginning reading.

TEACHER TEAMS FROM BOTH PRIMARY AND INTERMEDIATE levels developed a variety of projects to implement the Right to Read program. Techniques include:

. A language experience plan for 90 primary children.
. Conference cards for checking the comprehension of stories in individualized reading.
. A reading skill file of selected workbook pages.

- A reading skill file of selected workbook pages.
- An individual profile for recording results of reading diagnosis
- Individualized vocabulary tapes.
- Test items to correspond to the existing reading skills checklist of the District.

STUDENTS BENEFITTED from the summer sessions, too. The 24 Walnut Grove teachers involved in the program were able to apply the ideas presented by visiting consultants with selected students. Intermediate teachers worked with children on a weekly basis diagnosing reading problems and determining instructional levels and placement of students for September. Primary teachers conducted a four-week language program for fifty kindergarten and beginning primary students. Three-year-olds in the District, who entered the Saturday School for four-year-olds in the fall, participated in story time sessions in the school library. The summer sessions gave everybody a head start on the school year reading programs.

PARENT VOLUNTEERS, WORKING IN VARIOUS AREAS throughout the elementary program, became active in the project this fall. This group provides individualized attention to students on all levels.

FOUR TEACHER AIDES have joined the Right to Read staff. They assist each of the seven teacher teams with projects in individualized language experience and individual reading practice. The aides work on half-day schedules.

CONSULTANTS RETURNED. Dr. Laurence Passmore, Indiana State University, conducted a two-day workshop to assist staff members with Classroom Organization and Management programs. Dr. W. Dorsey Hammond, Oakland University Michigan, helped primary teachers with the Language Experience Program. Dr. Ronald Cramer, also from Oakland University, presented a program on Creative Writing and Directed Reading-Thinking activities.

A ONE-HOUR GRADUATE CREDIT WORKSHOP on "Teaching Reading in the Content Areas" was offered by the Right to Read Program through the University of Missouri-St. Louis in October. Thirty teachers from throughout the District participated. Dr. Tom Snell was the instructor. Next semester a course in Learning Disabilities will be offered to all District staff.

PROGRESS BY WALNUT GROVE STUDENTS is shown by an obvious increase in reading since September. The October library circulation exceeded the September circulation by nearly 1,000 books. Student projects in the program included a fourth and fifth grade book sale in which pupils wrote and constructed their own books. In addition, intermediate students have been trained to serve as tutors for kindergarten pupils.

EXPANSION OF THE RIGHT TO READ PROGRAM to all the District's schools is planned as funds become available. A variety of reading programs are already underway throughout the District that would enhance the Right to Read effort. A library staffed by a full time librarian or assistant has become a central aspect to each school's reading program. Librarians are encouraged to stimulate pupil interest in reading both at home and at school. Other projects which will eventually complement the Right to Read program include: A supplementary reading program design to provide children in intermediate grades with reading materials for free study periods; a kindergarten program (SWRL) designed to help kindergarten children learn conceptual and basic phonetic skills; a program to help young children to perceive more accurately; and an expanded program in conceptual development and expressive language.

APPENDIX Y

Ferguson-Florissant School District

Right 2 Read Program

December, 1973

Warren M. Brown, Superintendent, 655 January Avenue, Ferguson, Missouri 63135

ALL SCHOOL LIBRARY COMMITTEE. An all-school library committee can be a valuable asset in making the library resource center the hub of your school. It provides an opportunity for children to participate actively in the operation of the library and take some responsibility for its maintenance and use. The committee can be formed by selecting one representative from each classroom or grade level in the school, kindergarten through grade six. A chairman, co-chairman, and secretary should be elected by the committee members to conduct meetings twice a month with the assistance of the librarian.

Activities that can be handled by members of a library committee include:

Relaying library news to their respective classrooms.

Assisting the librarian with shelving and checking out books when class groups come to the library.

Preparing a library cart for storing old magazines, paperback tradeins, newspapers, and catalogs for cutting and clipping.

Providing a column for the school newspaper reporting on committee meetings and reviewing favorite books.

Preparing bulletin boards for special events and holidays.

Visiting printing plants and book binders.

Encouraging each classroom to sponsor a library event during the school year.

Assisting the librarian with book-binding and repairs.

Introducing new and interesting library materials to the children in their classrooms.

Sponsoring library contests for the best handmade book, the best book cover design, the best book riddles, the best student-authored play, etc. The committee can be responsible for devising contest rules, publicizing the event, judging entries, and presenting the contest awards.

PARENT VOLUNTEERS BUSY IN CLASSROOMS. This fall Walnut Grove personnel started a new Parent Involvement Program for volunteers in the school. Thirty parents are now busy performing a variety of tasks which help the staff give increased personal attention and assistance to students.

Preparations for the program began last spring when the Right to Read Task Force designed a booklet to increase parental involvement at the school. Suggestions from teachers, parents, and publications on parent volunteer work were used to tailor the program to Walnut Grove's needs. The Parent Involvement booklet explains program goals, policies, and guidelines. In addition, it describes a wide range of activities which can be done both at school and at home. Parents have an opportunity to select the tasks most suited to their interests. They are also asked to sign a card indicating the length of their commitment. At the end of this commitment they have the option to continue the same task or select a new task.

The most important aspect of the program is that of providing background and training for parent volunteers. The Parent Involvement Program was introduced in October with a general orientation meeting. Dr. Doris Stumpe, assistant superintendent of elementary education, was present to express the district's desire for parents to become involved in the activities of their school. She also explained the philosophy, goals, and curriculum for the elementary schools, emphasizing the vital contributions parents can make to the education program.

Subsequent parent involvement sessions were conducted by the principal and R2R coordinato These focused on pupil characteristics, principles of child psychology, and mini-workshops to train parents for specific tasks. The volunteers continue to meet every other month to weigh the successes and difficulties encountered in their work and to participate in additional mini-workshops. Pictured below are Mrs. Joan Upton, left, and Mrs. Roberta Britton, right, who assist students on an individual basis.

BOOKMENDING CLINIC. On the third Tuesday of each month, the Walnut Grove Homemaking Center becomes a "Bookmending Clinic." Two mothers who have received special training direct a group of about eight volunteers who work for two hours mending torn pages and repairing books, covering paperback books, and typing cards and pockets for books. Babysitting and refreshments are provided for mothers who attend the clinic.

LANGUAGE ENCOUNTERS. At Oakland University's Learning Strategy Center, graduate students have developed a variety of exciting language encounters which we will share with you in each Right to Read Staff Bulletin this year.

Language Encounter #108 (Language Patterns - Poetry)

Principle: Poetry can convey factual as well as emotional or expressive content. Skill can be developed in recognizing patterns in poetry and limericks.

Approach: Dinosaurs are extinct animals. They have become extinct for a variety of reasons. One theory is that climatic change led to the dominance of certain small warm-blooded animals who ate dinosaur eggs.

1. Have the children choral read the following poem by Carl S. Junge:

The Dinosaur

The dinosaur
A beast of yore.
Doesn't live here
Anymore.

2. Engage in a word game in which students volunteer as many words describing how dinosaurs looked as they can. List these words on the board. Develop other ideas within the experience of the children. Big, powerful animals fight well and eat a lot, etc.

3. Why doesn't the dinosaur live here any more? Let students express their ideas. Then read the following poem by D. Newbury:

The Dinosaur Killer

An ancient little rodent named Tatum
Found some big eggs and he ate 'em.
Dinosaur eggs tasted so great
They sealed their own fate
Cause extinct is what Tatum has made 'em.

You may wish to discuss the meaning of extinct, relating it to the first poem.

4. Have children illustrate the poem. They may also wish to draw pictures of what would happen if dinosaurs did still live here. This could provide exciting oral language exchange.

What Next?

1. Some children could be encouraged to write rhyming descriptions of other dinosaurs.

2. What about other selections and readings about animals living today which resemble dinosaurs. See "If You Should Meet a Crocodile," Sounds of the Storyteller, by Bill Martin.

Language Encounter #110 (Divergent Responses - Abductive Thinking)

Principle: Books often provide literary models as springboards for language production.

Approach: Read aloud the following quotation from If You Were An Eel, How Would You Feel? by Mina and Howard Simon, (Follett Publishing Co., Chicago, 1963).

> Say I were an eel--
> As an eel
> I would feel
> Like hiding
> and gliding
> in green watery places
> curving and wriggling
> around slippery stones
> among waving sea planks
> and gently nibbling
> the floating bits
> that are the meals
> of eels.

What Next? Try some other topics now: Say I Were an Astronaut, Say I Were a Piece of Land, Say I Were a Clock. It is interesting to look at our environment from other angles. Sometimes it helps us to develop new insights and understandings of the importance of things about us.

METRO THEATER CIRCUS

METRO THEATER CIRCUS

CIRCUS! CIRCUS! On November 13, the Metro Theater Circus visited Walnut Grove to provide a delightful artistic and educational experience for primary pupils. The MTC is a touring company whose goal is to create an interest in children's drama and associated disciplines in local elementary school. The program consisted of two segments. The first was a "story theater" where company members incorporated various art forms such as storytelling, creative movement, drama, and music in the performance. Following this half-hour, company members worked in classrooms to involve small groups of children in the creative process.

Ferguson-Florissant School District

Right 2 Read Program

June, 1973

Walnut Grove School

Warren M. Brown, Superintendent, 655 January Avenue, Ferguson, Mo. 63135

DEAR PARENTS:

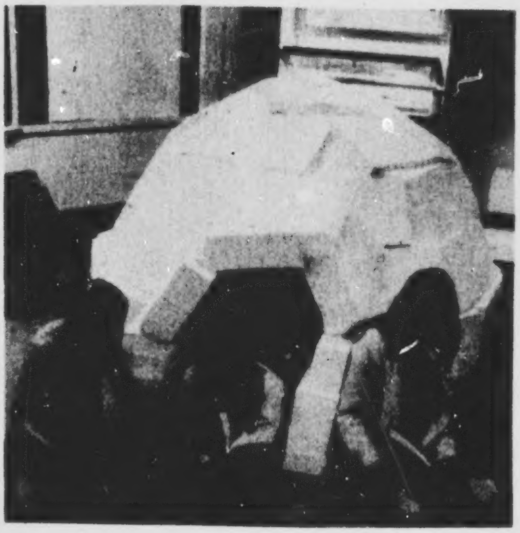
The National Right to Read Project is a special program initiated by the U. S. Office of Education designed to improve reading instruction on a national level.

Participation in the Right to Read program has brought many benefits to Walnut Grove School. Through this project we have been able to improve and strengthen our existing reading program and services to your children.

We would like to share with you some aspects of the R2R Program carried on at Walnut Grove during this school year.

THE TEACHING STAFF made a special effort this year to improve reading instruction for all Walnut Grove pupils. Classroom reading programs were designed to meet the specific needs of individual children and to provide more time for reading and reading-related activities.

A private spot for reading can always be found--whether in an igloo, under a desk, or in the library. Children have displayed more interest in reading and library circulation has increased significantly this year over previous years.

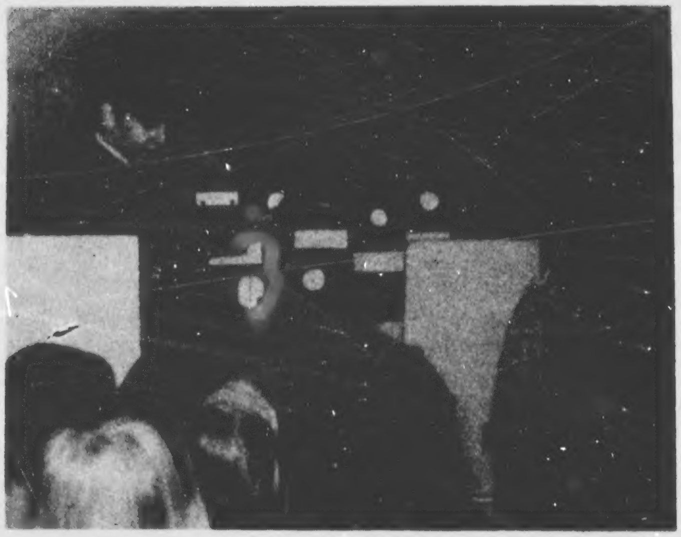


Jerry Dubinski conducts an individualized reading conference for Kevin McDonald. The conference is an opportunity for the teacher and the student to share ideas about books they are reading.

Reading comes alive by recording one's own thoughts and feelings. Vocabulary and comprehension are taught by Miss Sharon McNeal using a group story about rainy weather, dictated by beginning primary pupils.

Right to Read provided four instructional aides to assist teachers to individualize reading programs. Mrs. Sherry Rich works with small groups of children in several classrooms.

Flight 433 to Hawaii is now departing from Gate 4. Intermediate students take primary children on board the giant airplane constructed by Walnut Grove pupils and guidance counselor Mr. Bill Sattley.



DURING THE YEAR STUDENTS have had many opportunities to develop oral and written communication skills through creative writing, drama, and discussion activities.

Poetry can be fun. Works of pupils from Room 100 included the following:

spaghetti
long, yellow
slides on my fork
I can smell it
noodles

by Linda Kellum

world
nice place
people live in it
world spinning around
planet

by Laura Smith

mirror
clear, glass
see yourself
seven years bad luck
reflection

by Ken Montgomery

Making slides is one form of creative writing children always enjoy. During sharing time, Chris Amos explains to her creative writing group that "animals like people, but we don't like them."

Miss Marjorie Banks, noted St. Louis author and educator, visited our students during National Library Week in April. She delighted children with her storytelling talents and explanation of how her five books were written and published. She also judged a writing contest in which pupils told why they would like to be an author. Miss Banks autographed copies of her books for the five contest winners.

Reading Is Fun for primary students on visits to the RIF Room in April and May where they selected four paperback books of their choice. The Reading Is Fundamental Project was sponsored by Right to Read this year.

A series of Right to Read "Library Evenings" began in February. The four programs were designed to increase interest in reading for both parents and children. Mr. Tom Hutchinson helps his sons Brian and Kevin weave bookmarks during the May "Library Evening."

APPENDIX Y

Ferguson-Florissant School District

Right 2 Read Program

May, 1973

Warren M. Brown, Superintendent, 655 January Avenue, Ferguson, Missouri 63135

"MEET THE AUTHOR" DAY

Miss Banks with Bob Layton.

Miss Marjorie Banks, noted St. Louis author and educator, spent a day with Walnut Grove students during National Library Week. Miss Banks met with children from all grade levels in the library resource center and in classrooms. She delighted children with her storytelling talents and explanation of how her books were written and published. In conjunction with this visit, students participated in a writing contest telling, "Why I'd Like To Meet An Author," "What An Author Does," or "Why I Would Like To Be An Author Some Day." Miss Banks selected five prize-winning essays from among 71 entries submitted by students. Winners were Mike Henningsen, Vicki Williams, Randy Gintz, Bob Layton, and Lois Francis. Each received an autographed copy of a book by Miss Banks.

TWO AWARD-WINNING ESSAYS

WHY I WANT TO BE AN AUTHOR

To make children happy and it makes children's minds wider to reading. I'd like to be an author and make them happier at school. I read some books. Then I go play. Then it's time to go to bed.

I would like to be an author because I think when I have children they will be an author. Then their friends will read their books and mine; and their children will read their books and mine. And it will keep on going.

Mike Henningsen
Community #1

WHY I WOULD LIKE TO BE AN AUTHOR SOME DAY

I would like to be an author some day because of their feelings. The way they could have their eyes open thinking of a story to write and then start day dreaming. There in a certain place it could be pretty or ugly.

Most of being an author is to feel--to really feel what you want the story to be about and to think you were the main character. An author wants to make the people who read the story to participate in the book and to feel part of it. So you see most of it comes from feelings; and I have lots of them ready for when I grow up so I can use them. English is also a part of authoring a book. You must know how to use punctuation marks and all!

Vicki Williams
Community #6

WORD RECOGNITION SKILLS. Word recognition is a very important aspect of any reading program. Children must acquire a facility in recognizing previously unknown words if they are to sufficiently expand their reading vocabulary. It is possible to identify at least six phases in word recognition. The first two, Visual Discrimination and Auditory Discrimination (discussed in the March R2R bulletin), can begin concurrently.

Visual Discrimination. Visual discrimination is the skill of seeing or recognizing that things are alike or different or that certain things have common properties. The beginning reader needs to know that -xxyz- and -milzf- are different, or that -zliof- and -zxim- have common properties.

It is very easy to test for visual discrimination when using the Language Experience Approach to reading or when using any basal approach. With either dictated stories or basal stories, the teacher can ask the child to "find this word somewhere else in the story."

The Rabbit
"We had a rabbit in our room," said Michael.
"It was white," said Sandy.
"It was John's rabbit," said Marsha.
"It got out of the box," said Doug.

In the above story, the teacher may point to the word "rabbit" and have the children find it somewhere else in the story. Other words such as "said" also may be used. Most children will be able to do this quickly. With others, it may take a short while. It may help to write a word twice on the board to teach likeness and difference:

rabbit   ball
        or
rabbit   rabbit

Later the teacher can use experience stories or basal stories to help the pupils recognize common elements. In the example, rabbit and room begin alike, as do Michael and Marsha.

Note that children do not have to know the alphabet to successfully do visual discrimination activities. The teaching of visual discrimination can begin the first day of school.

READING IS FUNDAMENTAL PROJECT--A SUCCESS

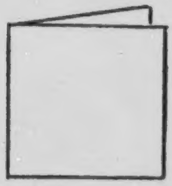
Primary pupils visit the RIF Room to select their second book distributed through the Right To Read Program.

The children's response to the RIF Project has been extremely positive.

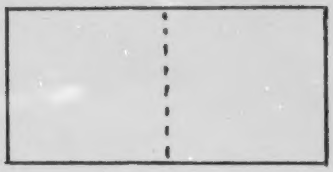
CREATIVE WRITING IDEAS

MAKING BOOKLETS WITH DRY MOUNT

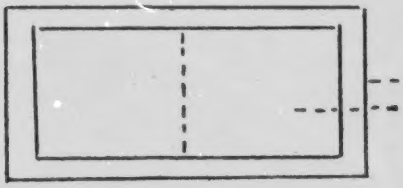
A.



B.



C.



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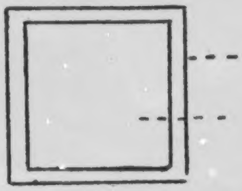
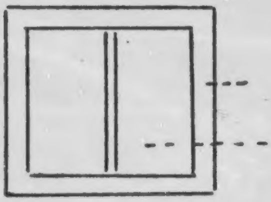
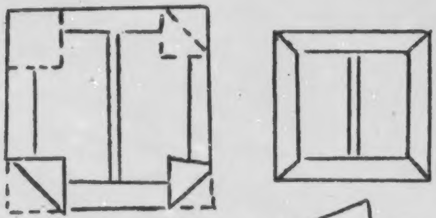


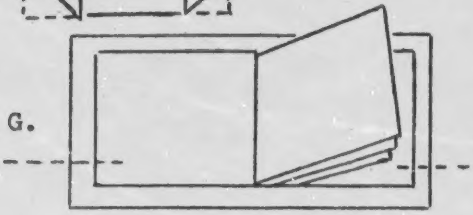
E.



F.



G.



1. Fold paper in half for pages. Diagram A.

2. Sew along dotted lines with needle and thread (some teachers are mass-producing all sizes and shapes using their sewing machines to sew paper.) Diagram B

3. Cut cloth or wallpaper one inch larger than book pages (lay open and flat to measure).

4. Cut two pieces of cardboard (shirt cardboard works well) a little larger than pages. Diagram D.

5. A piece of drymount is cut to fit between the cardboard and the cloth. Diagram E.

6. Lay cloth flat, place drymount on top, then cardboard pieces. Leave space between cardboard pieces to allow book to open and shut. Diagram E.

7. With iron, press a few places to hold cardboard in place.

8. Fold corners in; then fold top down and iron then fold bottom up and iron. Diagram F

9. Cut second piece of drymount the same size as open pages. Lay drymount on open cover; lay open pages on drymount; press first page then last page to the cover. Diagram G.

CAUTION: NEVER PLACE IRON ON DRYMOUNT OR IT WILL STICK TIGHT

SUGGESTIONS FOR BOOK ILLUSTRATIONS AND LETTERING

1. Have children draw illustrations on paper cut smaller than the pages. Illustrations may then be done separately, which prevents any possible accidents from ruining the book.

2. Completed illustrations may be "set" in book by putting a dot of Elmer's glue in each upper corner and placing on page. This allows the illustration to "hang flat" on the page and tends to alleviate wrinkling.

3. Children enjoy using different kinds of paper for their illustrations. Try giving them a choice of ditto paper, fingerpaint paper, rice paper, newspaper (want ad sections), tissue paper, construction paper, stationery, wallpaper, etc.

4. Hair spray is an inexpensive fixative for pastels or charcoal. Several coats reduces smearing.

5. Some children become more involved if their stories or poems are a part of their illustrations. To achieve this, the illustrations are made directly on the pages and then the printing, typing, or lettering is added.

6. Children might like to experiment with the sizes and shapes of some words:

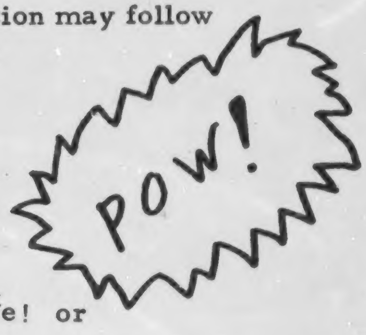
"BIG" as compared to "big"

or

"SCARY" as compared to "scary"

7. Printing or lettering which is a part of the illustration may follow different forms, such as:

the mouse
sat
on
his
tail by mistake! or



8. Suggestions for media:

Torn tissue paper and india ink (use rubber cement or Elmer's glue to fasten tissue paper; being transparent the paper can be drawn over with ink or magic marker when glued).

APPENDIX Y

Ferguson-Florissant School District

Right 2 Read Program

March, 1974

Warren M. Brown, Superintendent, 655 January Avenue, Ferguson, Missouri 63135

FAMILY LIBRARY EVENINGS. A series of Family Library Evenings during the school year increases parent interest in their children's and their own reading abilities. Some Family Evenings are designed for total family participation, while other programs involve parents and children in separate activities. To broaden use of the library, allow 15 to 20 minutes at the end of the evening for participants to browse and check out books. Make sure a shelf with a variety of good literature for parents is available. As an added attraction for the family affairs, raffle or auction books and magazines at the close of each program.

Enlist the support of your principal, librarian, reading specialist, and teachers to assist with these programs.

Suggestions for Getting Started:

- Library scavenger hunt to acquaint participants with the library and various areas of interest in it.
- Parent discussion of popular adult literature led by a staff member from the high school.
- Parent study groups led by the school's guidance counselor.
- Presentation by a local author and/or illustrator to show how children's books are written and published.
- Discussion of the qualities of award-winning children's books by an instructor of children's literature from a local college or university.
- "Hobbies or Special Interests" nights when families can display their hobbies and share them with the group.
- Travelogue on a foreign country.
- Dramatic presentation by a local drama group or a high school drama group.
- Craft project of weaving bookmarks presented by your art teacher.
- Puppet-making workshop where parents help their children make puppets from various scrap materials.
- Folk music presentation by a local musician.
- Family bookmaking project.

TEACHER DISCUSSION GROUPS. Walnut Grove teachers are meeting with the principal and R2R coordinator on a regular basis to exchange ideas and concerns about their individual reading programs. Volunteers from all teams and grade levels in the school are represented each time the group meets. The discussions take place after school and are conducted in a very informal manner with the following simple ground rules:

1. Only one component of the reading program is discussed at a session.
2. The meeting has a time limit of 40 minutes.
3. Each member of the discussion group must participate actively.

Conversations have centered around several relevant questions: What procedures do I use to place a child at his instructional level? How do I provide continuous progress for the individual child? Group members exchange ideas freely, question one another openly, and listen with professional interest to all participants' contributions. In future meetings other items of interest will be covered. These include ideas for providing variety in a child's total reading program and evaluating a child's progress in an individualized organizational pattern.

Notes taken at these meetings will result in a summary report from which generalizations can be made about the school's total reading program. The staff will then be asked to pinpoint strengths and weaknesses of the reading program. Inservice to cover the weaknesses and staff needs can be planned for the 1974-75 school year.

Teachers discuss strengths and weaknesses of their reading program.

GOOD READING FOR TEACHERS

Reading Is Only the Tiger's Tail by Robert A. McCracken and Marlene J. McCracken. Leswing Press, 1972.

Key Words to Reading: The Language Experience Approach Begins by Jeanette Veatch. Charles E. Merrill Publishing Company, 1973.

Classroom Learning Centers by John E. Morlan. Feardon Publishing, 1974.

Ideas for Learning Centers by Elaine Moore and Jerri Greenlee, Feardon Publishing, 1974.

READING WITH THE PRINCIPAL. At various times of the day two or three students can be found enjoying a visit to the principal's office. This is a time set aside for the children and the principal to share their feelings about books and reading.

A schedule of each team's reading period is kept posted in the principal's office to insure that no child will be taken from the classroom during other relevant learning sessions. Teachers, on request, randomly select several students to share their reading period with the principal. To gain some knowledge of a child's instructional level, the principal will ask each one to bring some reading material with him. This could be a basal, workbook, paperback, skill practice sheet, comic or library book, skill-kit material, magazine or any software that can serve as an indicator of level, interests, or needs.

Impromptu activities evolve as participants become better acquainted in the informal atmosphere. These might include reading orally to one another, describing favorite characters, breaking words into syllables, role-playing an exciting situation, reading for the main idea, or developing titles into a choral reading.

These relaxed breaks in the child's regular schedule have resulted in various outcomes. Children see the principal as one who is knowledgeable about the teaching of reading and as a person who not only reads, but enjoys and values the process. Students have reacted very favorably to these sessions.

As a follow-up, the principal usually calls the home to share each child's participation and progress with the parents.

"We didn't know principals did this!"

BOOK OF THE MONTH. Students in each learning community in the school are now selecting a favorite book to feature as their "book of the month." A display, depicting highlights of the book, is placed outside the room for all to enjoy. At the end of the month a "Walnut Grove Best Sellers List" is compiled from the book of the month selections and featured in the Library.

LANGUAGE ENCOUNTER #101. Developed by Dr. Harry Hahn, Oakland University, Rochester, Michigan.

Language Patterns - Literary Innovation

Principle: Authors often rely on repetitive literary structure to develop interesting stories and poems.

Approach: Read aloud The Important Book by Margaret Wise Brown. Note the structure of this significant book. It provides an example of one type of paragraph organization which is often used by salesmen. The opening sentence presents the big idea, useful elaboration follows and the paragraph closes with the big idea again.

Examples:

I

The important thing about a home is that you live in it.
You eat and sleep in it.
You fight with your brothers and sisters in it.
You are "bossed" by your mother in it.
But, the important thing about a home is that you live in it.

II

The important thing about the principal is that he is the boss.
He tells the children what to do.
He tells the teachers what to do.
And sometimes he tells the custodians what to do.
But, the important thing about the principal is that he is the boss.

What Next? Go for a field trip or walk. Discuss what is important about what the children observed and encourage young people to identify the generalization or unifying idea.

DAFFY DEFINITIONS. This language activity provides an opportunity for students to play with words and have fun doing it. Give several samples of daffy definitions and then let them take off on their own.

What do you call a hairpiece for a giant?	A Big Wig
What do you call multiplication?	Rabbit - Habit
What's a bear who's just washed his hair?	A Frizzly Grizzly
What do you call a rooster who scribbles?	A Cocky Doodle
What do you call a sofa with a broken spring?	An Ouch Couch
What do you call the refrigerator compartment of a ship?	A Cold Hold
What do you call a cattle rustler?	A Beef Thief
What do you call a race track?	A Horse Course

Ferguson-Florissant School District

Right 2 Read Program

January, 1974

Warren M. Brown, Superintendent, 655 January Avenue, Ferguson, Missouri 63135

RIGHT TO READ REPORTS TO PARENTS. As the mid-point of the 1973-1974 school year approaches, we would like to take this opportunity to bring you up to date on some of the achievements of the Right to Read Program at Walnut Grove. We are proud of the many improvements made in our reading program since R_2R's initiation and enjoy sharing with you a few of the exciting events that are taking place in your school.

METRO THEATER CIRCUS

METRO THEATER CIRCUS

CIRCUS! CIRCUS! On November 13, the Metro Theater Circus visited Walnut Grove to provide a delightful artistic and educational experience for primary pupils. The MTC is a touring company whose goal is to create an interest in children's drama and associated disciplines in local elementary schools. The program consisted of two segments. The first was a "story theater" where company members incorporated various art forms such as storytelling, creative movement, drama, and music in the performance. Following this half-hour, company members worked in classrooms to involve small groups of children in the creative process.

BOOKMENDING CLINIC. On the third Tuesday of each month, the Walnut Grove Homemaking Center becomes a "Bookmending Clinic." Two mothers who have received special training direct a group of about eight volunteers who work for two hours mending torn pages and repairing books, covering paperback books, and typing cards and pockets for books. Baby-sitting and refreshments are provided for mothers who attend the clinic. Additional volunteers are always welcome!

WALNUT GROVE AUTHORS. Chrystal Jackson, St. Louis illustrator and author, recently completed a bookmaking project at Walnut Grove. Twenty-five fifth and sixth grade students went through all the steps involved in publishing books.

The project began with Chrystal's presentation about her travels in Spain which led to her first book Wendy and the Gypsies. She explained the steps involved in preparing a book for publication and helped children begin to think of interesting subjects for stories. She also showed them how to arrange space in their first "dummy," or practice book, for their illustrations and printed text. For several weeks the children worked to design this first dummy and to compose the story for their book.

During her next visit, Chrystal demonstrated various ways of illustrating books. The children experimented with many techniques of illustrating using watercolors, magic markers, and pencils. Following this visit, the children prepared a second dummy in which they arranged their story and pictures making any final corrections needed. Then they prepared the final copy of the book.

The last stage of the project was conducted by Mr. Donald Hunsey of University Bindery. Mr. Hunsey explained the history of bookbinding and showed the students how to sew and glue their books together with the materials he provided for the project.

The result of the three-month project was twenty-five well-written and entertaining books. In addition, the children now have a greater appreciation of an author's work and the lengthy process of publishing a book.

PARENT VOLUNTEERS BUSY IN CLASSROOMS. This fall Walnut Grove personnel started a new Parent Involvement Program for volunteers in the school. Thirty parents are now busy performing a variety of tasks which help the staff give increased personal attention and assistance to students.

Preparations for the program began last spring when the Right to Read Task Force designed a booklet to increase parental involvement at the school. Suggestions from teachers, parents, and publications on parent volunteer work were used to tailor the program to Walnut Grove's needs. The Parent Involvement booklet explains program goals, policies, and guidelines. In addition, it describes a wide range of activities which can be done both at school and at home. Parents have an opportunity to select the tasks most suited to their interests.

The most important aspect of the program is that of providing background and training for parent volunteers. The Parent Involvement Program was introduced in October with a general orientation meeting. Dr. Doris Stumpe, assistant superintendent of elementary education, was present to express the district's desire for parents to become involved in the activities of their school. She also explained the philosophy, goals, and curriculum for the elementary schools, emphasizing the vital contributions parents can make to the education program.

Subsequent parent involvement sessions were conducted by the principal and R_2R coordinator. These focused on pupil characteristics, principles of child psychology, and mini-workshops to train parents for specific tasks. The volunteers continue to meet every other month to weigh the successes and difficulties encountered in their work and to participate in additional mini-workshops. Pictured below are Mrs. Joan Upton, left, and Mrs. Roberta Britton, right, who assist students on an individual basis.

BRING A BOOK AT 2:50. Since December, a short period at the end of each day has been set aside for an all-school reading time. Everyone in the building, both students and staff, finds something to read for ten minutes. The purpose of this activity is to provide a daily opportunity for recreational reading and to encourage reading for enjoyment. So if you visit Walnut Grove at 2:50 any afternoon, bring along a book or magazine and join us!

READING IS FUN FOR EVERYONE. "Reading Is Fundamental" is a national organization designed to motivate children to want to read. The national goal of RIF is to help make books and reading a natural part of every child's daily experience.

RIF provides ownership of inexpensive paperback books and permits freedom of choice. Ownership helps develop a responsibility toward books and fosters a joy in reading. The adventure of shopping among books to select just the right one for his own provides a special pleasure to a child. The act of selection itself can be a valuable learning experience.

This year's RIF Project at Walnut Grove began in November and will continue through May. During this time, primary children will receive four paperback books of their choice and kindergarten pupils will receive two books. The intermediate grades will receive RIF classroom libraries this month for students' use during the rest of the year.

We hope that you will encourage your child to read the books he receives from the Reading Is Fundamental Project. Our thanks to the Ferguson Bank for their help in sponsoring the Project this year.

R2R LIBRARY EVENINGS. Three R$_2$R Library Evenings were offered during the first semester of the school year. The sessions involved discussion groups for parents on effective techniques of communication. Children participated in a variety of activities including puppetry, drama, and folk music.

The Library Evenings will resume in February and run through May on the second Tuesday of each month. Remaining programs are designed for family participation. We hope that you will make an effort to attend one or more of the upcoming Library Evenings.

STAFF DEVELOPMENT. The major goal of the Right to Read Program is to improve the reading performance of our students and to increase their interest in reading. We are fortunate at Walnut Grove to have staff members who are willing to spend a great deal of time to accomplish this goal. In the past two years, our teachers have participated in numerous workshops and training sessions after regular school hours and during their summer vacations. As we increase our knowledge about the reading process, we are able to make continuous improvements in the reading program for each of your children.

Ferguson-Florissant School District
WALNUT GROVE SCHOOL
1248 N. Florissant Road Ferguson, Missouri 63135

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APPENDIX Z

R2R EVALUATION REPORT
Walnut Grove School
May, 1973

PROJECT DIRECTOR:	Mrs. Thelma Williams Principal
PROJECT COORDINATOR:	Miss Anne Keence Reading Specialist

TOTAL NUMBER OF STUDENTS PRESENTLY IN SCHOOL BY GRADE LEVEL (All students are included in the Right to Read Program.)

Kindergarten	86
Grade 1	69
Grade 2	73
Grade 3	71
Grade 4	104
Grade 5	95
Grade 6	98

ETHNIC BREAKDOWN BY GRADE LEVEL

The greater majority of Walnut Grove pupils are white. Therefore, the figures in the following table represent the number of pupils in each ethnic category rather than the percentage.

	W	B	SP	I	O	Oth
Kindergarten	87	1				
Grade 1	65	4				
Grade 2	68	4				
Grade 3	66	4			1	
Grade 4	95	8		1		
Grade 5	88	5		1	1	
Grade 6	91	7				

W = White
B = Black
I = American Indian

O = Oriental
SP = Spanish American
Oth = Other

ETHNIC BREAKDOWN OF TEACHERS BY GRADE LEVEL

Twenty-six staff members are directly involved in the Right to Read Program. There is one black teacher on the first grade team; all other teachers are white.

PROGRAM OBJECTIVES

Right to Read program objectives were developed by the Unit Task Force during the needs assessment and program planning procedures process conducted in the spring of 1972. At that time, the following critical goals were established for the Walnut Grove site:

1. Students will improve oral and written communication skills in order to facilitate reading.
2. Students will increase comprehension by improving listening and reading skills.
3. The teacher will increase his ability to develop expressive language skills.
4. The teacher will improve in his ability to develop skills of comprehension.
5. The community will have a greater realization of the importance of attitude and motivation as it effects learning.

All Right to Read activities were specifically designed as initial efforts to achieve these critical goals. Analysis of test data will determine the degree to which the objectives were met during the first year of the Right to Read Program's operation.

During staff development sessions, teachers received training in techniques which develop language skills and comprehension skills. Activities implemented in the classroom instructional programs to develop these skills include creative writing activities, use of the Language Experience Approach in primary grades, group discussion techniques, drama activities, effective questioning techniques, and directed reading thinking activities.

R2R STAFF DEVELOPMENT

Following the Right to Read planning grant award, an intensive staff development program was developed for the Walnut Grove site. The program was based on the needs assessment and program planning procedures conducted by the Unit Task Force in the spring of 1972.

The initial stage of staff development consisted of a six-week summer institute attended by 22 teachers, the school principal, and the school librarian in June and July. For this staff development institute, graduate credit from the University of Missouri at St. Louis was granted to staff members who completed the following course requirements: active participation in workshop activities, submission of a daily log of activities, completion of one choice project and two reading case studies.

The course, A Diagnostic Approach to the Classroom Teaching of Reading, consisted of two segments. Part one concentrated on the diagnostic process: understanding the nature of diagnosis, collecting and summarizing diagnostic information, and continuous diagnosis and evaluation. Part two of the course related to instruction: basic concepts and principles of reading instruction, various approaches to reading, selecting materials in terms of instructional objectives, and reading in the open school.

Among visiting consultants who served as instructors for the course were:

Dr. W. Dorsey Hammond - Language Experience Approach to Reading
Oakland University

Dr. Ronald Cramer - Creative Writing
Oakland University

Dr. Veralee Hardin - Diagnosis and Learning Problems
University of Missouri

Dr. Leo Rodenborn - Diagnosis/Prognosis; Selecting Materials
University of Missouri at St. Louis

Dr. Tom Schnell - Reading in the Content Areas
University of Missouri at St. Louis

Dr. Wallace Ramsey - Word Recognition Skills
University of Missouri at St. Louis

Dr. Richard Burnett - Diagnosis/Prognosis
University of Missouri at St. Louis

Mr. Robert Bush - Remediation
University of Missouri

Dr. Laurence Passmore - Teacher/Pupil Relationships
Indiana State University

Mr. Gordon Hill - Teaching Reading in the Open School
Headmaster, Stafford-Lees School, Leichester, England

Dr. Delores Durkin - Teaching Reading to Young Children
University of Illinois

The third aspect of the summer course provided teachers with an opportunity to put their class work into practice with Walnut Grove pupils. Kindergarten and first grade pupils were invited to attend a four-week Oral Language Development Program. The daily two hours of instruction for these children included conversation times, reading and writing activities, music, art, drama, and game activities. Intermediate pupils attended one-week sessions during which time teachers were able to gather diagnostic information and to get acquainted with their future students on an informal basis.

Among the projects completed by the teachers as part of their course work were:

Team 1

Development of a Language Experience Beginning Reading Program for ninety first and second grade pupils.

Team 3

Development of comprehension questions on the literal, interpretive, and evaluative levels using the Ginn, READ, and MacMillan reading series. The questions were designed to correlate with the district's Reading Objectives Checklist. (See attached Supplement A)

Team 4

Organization of a skill development program and recording system to correlate with the district's Reading Objectives Checklist.

Team 5

Development of a "diagnostic information" sheet for recording test data on individual students.

Preparation of a social studies packet which focused on reading skills in this content area.

Development of test items for the comprehension sections of the Reading Objectives Checklist.

Compilation of a resource guide of available materials for teaching phonics skills.

Team 6

Preparation of conference cards, activity cards, and answer cards for a variety of paperback books and Scott Foresman's *Invitations to Personalized Reading* books.

Development of a record-keeping system of cards for reading and language skills based on the Reading Objectives Checklist.

Compilation of reading skills file from a variety of sources including skills from beginning reading through junior high level.

Team 7

Preparation of conference cards for stories in Scott Foresman's *Vistas*, *Ventures*, and *Open Highways* readers for use in the individualized reading program.

Taping of the paperback *Pink Motel* and development of comprehension questions for each chapter for use as an independent Listening Center activity.

Construction of game boards for drill and practice of reading skills.

Librarian

Compilation of an inventory of all reading materials in the Library Resource Center and in classrooms.

A summary evaluation of the summer institute for teachers is analyzed in Supplement B.

The area of staff development has received continued emphasis during the year through in-service with reading consultants and graduate course work offered by the University of Missouri at St. Louis.

Dr. W. Dorsey Hammond worked with teachers on beginning reading skills and creative aspects of the Language Arts Program in October, 1972. He returned in May, 1973, to help primary teachers evaluate their use of the Language Experience as a beginning reading approach. Dr. Veralee Hardin assisted teachers with prescribing for specific classroom reading problems. Dr. Ronald Cramer spent three days with the staff to develop concepts in "directed reading-thinking activities" and creative writing. He also made a presentation on comprehension skills at a workshop for all district reading personnel and secondary level content area teachers.

During the first semester of the year, nine Walnut Grove teachers and twenty other district teachers attended a three-hour course on Teaching Reading in the Content Areas. A three-hour course on Learning Disabilities was attended by seven Walnut Grove teachers and twenty-two personnel from other schools during the second semester.

Staff development will continue during the week of August 20th, 1973. Staff members will work with several reading consultants to further their knowledge of continuous diagnostic procedures and motivational techniques.

DIAGNOSTIC/PRESCRIPTIVE APPROACH

All aspects of the R2R summer staff development course were designed to improve teacher knowledge of the diagnostic-prescriptive process.

Walnut Grove teachers received background information on both formal and informal diagnostic tools; learned how to administer and interpret the instruments and began diagnosis on their students under the supervision of visiting reading consultants. Diagnosis resumed in September. Standardized tests such as the Screening Test of Academic Readiness, the Stanford Early School Achievement Test, and the California Test of Basic Skills were administered on a district-wide basis. At Walnut Grove, diagnosis continued using the Reading Objectives Checklist, informal reading inventories, interest inventories, and individual conferences to determine student placement for reading instruction.

Prescription varied according to the specific needs of each child. Walnut Grove pupils are using a variety of reading approaches and materials: Language Experience, basal reading programs, individualized reading programs, free reading periods, library materials, and many supplementary materials. (Supplement C)

A majority of the teachers continued diagnosis at frequent intervals to ensure continuous and sequential reading progress for each child during the school year.

UNIT TASK FORCE

During the planning phase of the R2R Program at Walnut Grove, Dr. Leonard Breen was available to assist the Program Coordinator and Task Force on two occasions. Technical assistance was not received again until December 20, 1972. Had this help been available when originally requested, progress toward meeting stated goals may have been expedited.

Subsequent visits by Dr. Charles Shipman and Dr. Peggy Ransom have been productive and provided a great deal of help to the Program Coordinator.

PLANNING AND REPORTING MATERIALS

The Program Planning Procedure materials and the Status and Reporting Center kit were complicated and time-consuming to complete. However, they did provide an orderly and systemmatic plan for developing an effective program. The high degree of visibility of the materials is a very important factor in their usefulness. The Status and Reporting Center serves as a capsule summary of our R2R Program and a guide for its operation.

PARENT INVOLVEMENT

Continuous efforts have been made to interest parents in reading and the Right to Read Program. During the first weeks of school, the Unit Task Force met to discuss ways of involving parents in school activities. With the help of the Task Force and parent volunteers, the Program Coordinator designed a Parent Involvement Program to be initiated during the 1973-74 school year. (Supplement D).

The September PTA meeting focused on the accomplishments of the R2R Program during the summer and informed parents of future R2R goals. In December, a R2R bulletin was mailed to parents in the school area to insure that all were aware of the Program. A pictorial bulletin describing the accomplishments of the year will be distributed to parents during the last week of school.

Approximately twenty-five parents worked as volunteers to provide services to Walnut Grove students. They assisted in the library and in classrooms with small groups and individual children. Several workshops have been conducted to train volunteers for their specific duties. Four parents received intensive training as tutors during an eight-week program funded by the Missouri State Department of Education. These parents have been particularly helpful to the teaching staff.

A "Book-mending Clinic" was initiated in January. Ten mothers volunteered a morning each month to repair damaged library books. In the five clinic sessions, approximately 200 books were mended and put back into circulation for use by Walnut Grove pupils.

A "Right to Read Library Evening" for parents and children was initiated in February. The goal of this activity was to involve parents in reading and to provide good books for them to read. The series of four programs was successful. (Supplement D).

READING IS FUNDAMENTAL PROJECT

The Reading is Fundamental Project at Walnut Grove operates on a relatively small scale. Therefore, it is being administered by a subcommittee of the R2R Unit Task Force. This group determines policy and direction, fund raising, publicity, book selection and ordering, and book distribtuions for the project. Additional volunteers were sought to implement the project.

The target population for the Walnut Grove RIF Project consists of students in the primary unit (grades 1-3). This group of children was selected in order to coordinate the RIF Project with the Right to Read emphasis on improved reading instruction for primary pupils.

The initial book distribution began in April and will continue for eight weeks on Friday afternoons. Each primary pupil will select four books of his choice on his visits to the RIF Room. During the last weeks of the distribution kindergarten pupils will select two books. The number of students served by the project is as follows:

Kindergarten.............	86
Beginning Primary........	69
Continuing Primary.......	76
Advanced Primary.........	75

Because the RIF Project has been in operation for such a short period of time, it is difficult to determine if it is increasing the amount of student reading. However, the extreme delight of the participating children would seem to indicate that the RIF Project will have positive results.

Approximately six parents assisted the school librarian and the R2R Coordinator with the book distributions. Parent and teacher comments about the RIF Project have been positive.

The RIF Project will operate for the full 1973-1974 school year and will be extended to include intermediate students to some degree. We will be able to assess the effects of the Project in greater detail at that time.

R2R DISSEMINATION

Staff members have explained various aspects of the R2R Program to district teachers at in-service sessions during the school year. On District Curriculum Day in February, Walnut Grove teachers presented workshops on the following topics: Reading Skills in the Content Areas, Independent Reading, Role Playing and Small Group Interaction, The Open Classroom, Value Games--Value Clarification, and Storytelling to Kindergarten Students.

R2R bulletins to acquaint district teachers and other R2R sites with our Program were distributed in November, March, and May. All bulletins deal with specific program aspects which can be implemented in other schools. (Supplement E).

Walnut Grove School is visited by teachers, principals and consultants from other school districts who wish to observe the instructional program which has been developed here. Students from local colleges and universities frequently spend time in the school for this purpose also. Many of these visits result in requests for further information about replicating components of the program.

In May, 1973, the Ferguson-Florissant School District Board of Education was notified that the district's Special Needs Project Application for $4,962 to broaden the Right to Read Program currently underway at Walnut Grove School had been approved by the State Department of Education. The funding will provide for the purchase of tapes, filmstrips, and individualized reading kits. This material will be used to expand the skill and comprehension-oriented program into Combs, Duchesne, and Lee Hamilton schools next year.

On April 6, 1973, Walnut Grove personnel contributed to the Spring Conference of the Saint Louis Suburban Teachers' Association. Seven R2R staff members made a two-hour presentation summarizing the major components of Walnut Grove's Right to Read Program. The session was attended by 50 teachers from various school districts in Saint Louis County.

EVALUATION PROCEDURES

Walnut Grove teachers, the R2R Evaluator, and the R2R Program Coordinator were involved in evaluating the effectiveness of the 1972-1973 Right to Read Program.

Classroom teachers were responsible for conducting formal and informal evaluation of all Walnut Grove pupils. Formal evaluation was conducted at the beginning and the end of the school year. Among the instruments administered were the Gates MacGinitie Reading Test, the Stanford Early School Achievement Test, the Screening Test of Academic Readiness and the Estes Inventory of Reading Interests. A majority of the teachers conducted on-going, informal assessment of pupil progress throughout the school year.

In-depth analysis of all statistical data and summarization of the results will be prepared by the R2R Evaluator during the summer months. This evaluation will have two components. First, the gains made by Walnut Grove pupils from September, 1972, to May, 1973, will be determined. In addition, a comparison will be made between Walnut Grove pupils and pupils at Graham School where the Right to Read Program was not available. Graham School was selected for this comparison because it is most similar to Walnut Grove (team teaching, open classroom, socio-economic status of pupils, etc.).

All other aspects of the Right to Read Evaluation were prepared by the Program Coordinator.

It is difficult to estimate the number of man-hours spent in conducting evaluation of the Right to Read Program. The staff and Program Coordinator have devoted several weeks during the month of May to complete the evaluation information for Contemporary Research Incorporated. (Supplement F)

FINDINGS AND RECOMMENDATIONS

The following recommendations for improving the program at Walnut Grove School will be incorporated into the proposal for the 1973-1974 Right to Read Program.

Informal student evaluation and teacher comments indicate that favorable changes in pupil performance have resulted from various aspects of the instructional program implemented during the past year. Use of the Language Experience Approach for beginning readers, of "directed reading-thinking activities" to teach comprehension skills, and of creative writing to improve communication skills will be continued. Staff development activities during the coming year will focus on strengthening these reading practices.

While staff members used diagnostic-prescriptive techniques to a greater extent than in previous years a more thorough and on-going application of these techniques need to be stressed. Refinement of teacher competency in diagnosis and prescription will receive particular attention in the staff development design.

Since library activities conducted as a part of the R2R Program enjoyed a fair measure of success, efforts will be directed at maintaining and expanding these services. Motivational techniques to increase library circulation, the Library Evening Series for parents and children, the Reading Is Fundamental Project, and other aspects of the total library program will be strengthened.

The use of a half-time instructional aide for each teaching team will be discontinued. The budget for next year's R2R Program does not include sufficient funding to re-employ these personnel. The aides did provide valuable assistance to the staff, particularly with implementing innovations in the instructional program. However, there were also several problems regarding the use of the aides due to a lack of communication with teachers. In some cases, teachers either failed to provide adequate direction for the aides or used them for activities which did not result directly in improved reading instruction for Walnut Grove students. These problems weakened the effectiveness of the instructional aide program.

All other aspects of the Right to Read Program will be continued: Unit Task Force leadership role, parent involvement activities, program evaluation, and dissemination efforts.

PRIMARY MATERIALS

Basal Reading Programs

Houghton Mifflin Readiness Program.
Southwest Regional Laboratory.
Houghton Mifflin Readers.
Ginn 360 Series.
READ Series, American Book Company

Individualized Reading Programs

Yearling Reading Centers, Noble and Noble Publishers.
Scholastic Individualized Reading Kits.

Language Experience Approach

A majority of beginning primary pupils and low achievers in other primary levels are using the language experience approach.

Supplementary Materials

Sounds of Language Series.
Scott Foresman Reading Systems.
Peabody Oral Language Development Kits.
Ginn Language Development Kit.
Rhythms to Reading.

Comprehension

Teacher-developed "directed reading-thinking activities."
Reading Thinking Skills, Continental Press.

Phonetic and Structural Analysis

Singer Initial Consonant Learning Module.
Talking Alphabet, Scott Foresman and Company.
Durell Speech-to-Print Phonics.
Listen and Do Consonant and Vowel Tapes, Houghton Mifflin.
Teacher-prepared materials.

INTERMEDIATE MATERIALS

Basal Reading Programs

READ Series, American Book Company.
Ginn Series (all levels).
Goals in Reading, Harcourt Brace Jovanovich.
Open Highways Series (all levels), Scott Foresman and Company.
Singer Literature Series.

Individualized Reading Programs

Scholastic Individualized Reading Kits (all levels).
Yearling Reading Centers, Noble and Noble Publishers.
Individualized paperback books ordered separately.

Phonics and Structural Analysis

Phonics We Use Game Kit, Lyons and Carnahan.
Phonics We Use Workbooks, Lyons and Carnahan.
Ginn Word Enrichment Program (all Levels).
Reader's Digest Skill Builders.
Conquests in Reading, McGraw Hill Book Company.
SRA Reading Laboratory, Science Research Associates.
Durrell-Murphy Phonics Practice Program.
Self-Instruction Vowel Sounds Kit, Milton Bradley.

Comprehension

Teacher-prepared "directed reading-thinking activities."
Reading for Concepts, McGraw Hill Book Company
Reading for Meaning, J.P. Lippincott Company.
Reading for Understanding, Science Research Associates.
Power Builders, Science Research Associates.
Grow In Word Power, Reader's Digest.
Clues Reading Tapes and Magazine, Educational Progress Corporation
Pilot Libraries, Science Research Associates.
Audio Reading Laboratory, Education Progress Corporation.

Supplementary Materials

Writing Skills Laboratory, Science Research Associates.
Organizing and Reporting Skills, Science Research Associates.
Controlled Reader, Educational Developmental Laboratory.
Language Master, Bell and Howell.
District Developed Packets and Units

- My Word - Dictionary
- Study Skills
- Greek Myths
- Fiction
- Reference Skills
- Newspaper Center
- The World of Poetry
- Propaganda
- Thirty Outlining Skills
- Electric Chicken (Media)
- Fire-Hunter
- Spectrum

June 7, 1973

MEMORANDUM

TO: Anne Keence

FROM: George R. Fritz

REF: Preliminary Evaluation of the Right to Read Program

The primary purpose of this preliminary evaluation was to determine the success of the Right to Read Project in meeting the program objectives. Specifically, the evaluation was designed to assess a variable generally identified for purposes of the research design as reading achievement.

In order to determine the overall effect of the program on reading achievement a series of standardized reading tests were administered in grades K-6 to all students who participated in the program. These instruments, along with the dates they were administered, are listed below.

Grade Level	Instrument	Pre-Test	Post-Test
K	Screening Test of Academic Readiness	Sept., 1972	May, 1973
1	Stanford Early School Achievement Test	Sept., 1972	May, 1973
1-6	Gates-MacGinitie Reading Tests	May, 1972	May, 1973
4-6	Comprehensive Test of Basic Skills (Reading Sub-Test)	Sept., 1972	Sept., 1973

In May, 1973 pre and post-test comparisons were made at the Kindergarten level using scores obtained from the Screening Test of Academic Readiness (STAR) and at the first grade level using two sub-test scores from the Stanford Early School Achievement Test. A t-test technique was used to test for significant differences between pre and post-test scores at both the Kindergarten and first grade levels. The results of these comparisons are shown in the table below.

Table I: A Comparison of the Results of the Screening Test of Academic Readiness

	Mean	N	s^2	t
Pre-test	51.39			
Post-test	69.05	80	151	9.29*

* Significant at alpha = .01

Table II: A Comparison of the Results of the Letters and Sounds Sub-test of the Stanford Early School Achievement Test

	Mean	N	s^2	t
Pre-test	71.07			
Post-test	76.59	57	619.80	1.73*

* Significant at alpha = .10

Table III: A Comparison of the Results of the Aural Comprehensive Sub-test of the Stanford Early School Achievement Test

	Mean	N	s^2	t
Pre-test	57.94			
Post-test	76.59	57	474.7	2.35*

* Significant at alpha = .05

As Table I shows the difference between the mean pre and post-test scores on the STAR was significant at the .01 level. This comparison reflects the level of gain of the Kindergarten students included in the sample between September, 1972 and May, 1973. Since the purpose of the STAR is to measure a student's general level of academic readiness, it can be concluded from these results that the students included in the sample have shown definite improvement on this measure and are now better prepared to enter first grade.

Table II shows the results of the comparison between pre and post-test scores on the Letters and Sounds sub-test of the Stanford. As indicated in the table, the difference between the pre and post-test scores on the Letters and Sounds sub-test was significant at the .10 level. Table III shows that the comparison between the Aural Comprehension pre and post-test scores on the Stanford was significant at the .05 level. Both sub-test scores are useful predictors of success in learning to read and general academic readiness. Since in making the comparisons between the pre and post-test scores scaled scores were used, the comparison takes into account the different ages of the students at the time of the pre and post-testing periods. The scores then can be directly compared and the differences interpreted as real level of gain on the part of the students included in the sample. The results then strongly indicate that on these two sub-tests the first grade students included in the sample showed definite improvement on the reading achievement variable.

At the time of this preliminary evaluation the results of the Gates-MacGinitie Reading Tests which were administered in May, 1973 are not available. Since the May Gates scores were to be used as post-test scores in grades 1-6, it is not possible to include a comparison of pre and post-test Gates scores in this report. The Comprehensive Test of Basic Skills will not be administered until September, 1973. The reading sub-test scores obtained then will be used as a post-test measure and will be compared to the CTBS reading scores obtained in September, 1972. When the post-test results of both the Gates and the CTBS reading sub-tests are available, pre and post-test comparisons will be made at each grade level. The results of these comparisons are obviously of critical importance to the evaluation of the Right to Read Program and will provide a more comprehensive picture of the effectiveness of the program. Also, pre-test data has been collected using the Estes Reading Inventory--an instrument designed to measure student attitudes toward reading. These reading attitude scores will serve as baseline data and will be compared with subsequent Estes scores that will be obtained periodically throughout the next year of the program.

As indicated earlier, this is a preliminary evaluation designed primarily to provide baseline data for a more thorough evaluation of the program to be conducted next year. However, when the Gates and CTBS scores are available, we will be able to make at least a preliminary judgement about the effectiveness of the program during this past year. Also, since we have established control groups for next year and have already begun to collect data from them, we will soon have a basis for comparing the students in the Right to Read Program with students in selected control schools. At this time then, since we are lacking the Gates and CTBS post-test scores as well as an adequate control group, it is not possible to make a final judgement about the overall effectiveness of the program. That should not detract from the fact, however, that the data presently available does indicate that at the Kindergarten and first grade level the program has been successful.

LIBRARY CIRCULATION

The number of books circulated through the Library Resource Center may serve as an indication of children's interest in reading.

The following table compares library circulation for the 1971-1972 school year (before the R2R Program was initiated) to circulation for the 1973-1973 school year when the R2R Program was in effect. The statistics show that there was a significant increase in the number of books checked out by Walnut Grove pupils after the initiation of the R2R Program.

	1971-1972	1972-1973
School Population	734	636
Months		
September	760	1865
October	2106	2704
November	2092	2530
December	1601	1900
January	1827	2910
February	1855	2350
March	1885	2088
April	1870	2456
May	1417	1937
Total	15,413	20,741

TEACHER COMMENTS

About two-thirds of the kindergarten children were introduced to beginning reading. Reading readiness skills were stressed more this year. I have gained confidence in my own ability to teach reading.

A greater number of kindergarten children were introduced to beginning reading than in previous years. This is partially due to the fact that Right to Read provided an aide to work with children, which allowed the teacher more time with small groups. I also used experience stories to a greater extent this year.

Both the children and I learned a lot using Language Experience this year. In September, it was a good way for us to get to know each other on a one-to-one basis. The children really opened up and became more verbal and more self-confident. We did have a problem getting the three-day cycle in with all the children. I don't think we realized the amount of time Language Experience requires.

Language Experience allowed me to use a more personalized method of teaching reading and to get to know each child's needs and interests. I feel that I didn't have enough motivating activities for children to use with their word cards. I also needed more resources for developing primary "directed reading-thinking activities."

The children seemed to enjoy reading more this year using the Language Experience Approach. This was an incentive to the teacher to spend more time in planning in order to sustain this interest. We should have made the transition from Language Experience to basals a little smoother by using preprimers and primers while children were still dictating experience stories. Bravo for creative writing - this was the area that really blossomed. It was nice to see that the children can be so creative and imaginative.

Individual diagnosis allowed us to place children for reading instruction and to deal with their reading difficulties much more accurately. Using Language Experience with our low achievers (3rd and 4th grade) was exciting for both children and teachers. We reached many more children this year than ever before. The main weakness in our program was in the area of comprehension.

I feel that I was able to individualize most of the language arts curriculum and I feel much better about the children's progress. Teacher growth has been tremendous this year. So much knowledge, but not enough time to implement!

I feel good about all the creative writing done this year and the children's interest in it. Hopefully, we will be able to expand our ideas much more next year and to teach more to our own strengths.

Using experience stories was a tremendous help this year for our low achievers. I had difficulty in the beginning of the year because I found myself spending far too much time with the six children using experience stories. I also individualized reading more than in the past and it was most rewarding. I feel more competent in the area of interpreting reading tests but would appreciate more help with this next year.

Using "directed reading-thinking activities" helped low ability pupils use their comprehension skills more successfully and gave them a measure of confidence. This has been a great year for reading and all of the children that I worked with showed enthusiasm and growth in reading.

I was very pleased with the children's response to "directed reading-thinking activities". Not only did they enjoy the ones I prepared, but they also enjoyed creating their own. I was also pleased with the individualized reading program this year. I feel that the children did much more reading than if they'd been assigned three or four stories to read per week from basal readers. They seemed to enjoy choosing what they wanted to read. I think partial proof for the increased amount of reading this year is the fact that Arrow Book Club sales almost doubled over last year's sales.

INSTRUCTIONAL AIDES COMMENTS

I strongly believe that I was not used effectively as an instructional aide. Rather than being used to man interest centers, I think my time in the classroom would have been more profitable had I helped to individualize instruction and work with pupils on a one-to-one basis with either remedial or enrichment activities. Another important factor that I feel had an effect on my position was the lack of cooperation and interest between the teachers and the aide.

My major concern this year as an instructional aide has been the responsibility I have had with the actual teaching of students. I did not expect that my duties would require classroom teaching. Since my training has not been in the field of Elementary Education, I felt extremely hesitiant about suitable methods and materials. Periodically, children were regrouped and I would not know what lesson I was to teach that day. In addition to this concern, I made many of the materials I used for written work and I created my own lesson plans. Most often my work for the school required another two hours at home per night for which I was not paid. There is no doubt that the program was successful. I found it interesting, challenging, and rewarding. I believe, however, that in the future it would be advantageous for the staff and aides to meet to determine some set of ground rules which would be universal for all classrooms.

I have enjoyed working in this program. I think many children benefited by the additional instruction provided by the aide. The teachers were pleasant and enjoyable to work with. At the beginning of the year the teachers and aides should have defined the job of the aides more specifically. In one room I would work almost entirely with children while in the other room I graded papers all the time. I think the main problem was the way in which teachers used the aides. They used you however they wanted to and sometimes reading had nothing to do with it.

Walnut Grove School

Number of Children at Various Levels of Reading

	Pre-Reading	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Grade 4	Grade 5	Grade 6	Grade 7
K	21 /	51 / 40	6 / 45		/ 2								
BP		7 / 12	45 / 23	15 / 17	/ 8	/ 7							
CP			/ 2	7 / 19	61 / 12	1 / 17	11 / 11	/ 8	1 /	/ 1	/ 2	/ 1	
AP			6 /	16 / 2	17 / 5	23 / 15	31 / 7	18 / 12	15 / 6	/ 9	/ 8	/ 7	/ 2
Gr. 4		/ 1		6 /	2 / 8	3 / 16	16 / 11	14 / 14	16 / 16	24 / 21	2 / 10	2 / 2	
Gr. 5		/ 2	/ 1	/ 1	/ 1	/ 1	7 / 4	/ 2	/ 18	25 / 26	39 / 38	2 / 17	/ 1
Gr. 6			1 / 1					/ 1	1 /	1 / 14	22 / 30	91 / 59	7 / 17

Key:

Level 1 Readiness
Level 2 Preprimers
Level 3 Preprimers
Level 4 Book 1

Level 5 Book 2^1
Level 6 Book 2^2
Level 7 Book 3^1
Level 8 Book 3^2

May 1972 / May 1973

These figures are based upon informal evaluation conducted by teachers. The greater spread of reading levels at each grade level in May, 1973, is the result of a more thorough analysis (informal reading inventories) of pupil reading achievement than was used in May, 1972, when teachers estimated the reading achievement levels of their students.

APPENDIX Z'

July 28, 1972

EXTENSION OF RIGHT TO READ GRANT

Part A

1. Walnut Grove School
   Ferguson Reorganized School District R-2
   1248 N. Florissant Road
   Ferguson, Missouri 63135

2. Amount to be carried over - $2800.00

3. Date of desired extension - October 10, 1972.

4. Activities during extension period:

Consultant Services

Four consultants who assisted in staff development during the summer of 1972 will continue their association with us.

September 20 - Dr. J. Laurence Passmore, Associate Professor of Counseling Education, Indiana State University, will observe and assist teachers with techniques to establish a positive classroom climate.

October 4 & 5 - Dr. W. Dorsey Hammond, Associate Professor of Education, Oakland University, Rochester, Michigan, will consult with teachers and demonstrate with children various aspects of a Language Experience Approach to the Teaching of Reading.

October 6 - Dr. Veralee Hardin, Professor of Education, University of Missouri, Columbia, Missouri, will return and assist teachers with specific reading problems in the school.

Instructional Aides

Four Instructional Aides will begin their work on August 28. This begins the regular orientation week for personnel and special orientation will be provided the aides during this period. Each aide will be assigned to two teams of teachers. The aide will assist in the Language Arts period working with one team in the morning and another team in the afternoon.

BEST COPY AVAILABLE

Community Involvement

1. The Unit Task Force will review the current status of the program and make proposals particularly in regard to parental involvement in the reading program for the 1972-73 school year.

2. The September P.T.A. meeting will focus on the accomplishments of the R^{2}R Program during the summer and inform parents of future goals and objectives.

3. Orientation to the Walnut Grove program will be provided for student teachers, students in the teaching of reading, volunteer parents, and McCluer High School Aides.

4. A workshop will be held for parents of young children on beginning reading skills.

Diagnostic Prescriptive Instructional Program

1. A reading specialist will determine those children who will receive special reading assistance through testing and observation.

2. The reading specialists will begin her work with selected children. This will provide additional service beyond that of the regular teacher's work.

3. The Program Developer will work with each teaching team in planning, diagnosing, evaluating and generally assist in implementing teaching plans made during the summer inservice.

4. Teachers will compare the present assessment of students with that made during the summer.

5. Fifth and sixth graders will prepare for their work as tutors with kindergarteners using the SWRL Reading Program and also other students.

5. Budget

August 31 - October 10, 1972

1. Total Personnel		$2,357.00
Line I Item 1.1 - Salaries and Wages		
Instructional Aides 4 Aides @ $15.00 a day for 31 days	$1,860.00	
Line 1.2 - Fringe Benefits		
FICA	97.00	
Line 1.3 - Consultant and Contract Services	400.00	
2. Total Non-Personnel		$443.00
Line 2.1 - Travel	250.00	
Line 2.3 - Supplies and Materials	193.00	
TOTAL		$2,800.00

Mary [illegible]
L.E. [illegible]